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ABSTRACT

This guide is designed to provide job-relevant tasks, performance objectives, performance guides, resources, teaching activities, evaluation standards, and achievement testing for commercial foods occupations. It can be used with any teaching method, and it addresses all three domains of learning: psychomotor, cognitive, and affective. The guide contains eight units that cover the following topics: organizing and planning; directing and implementing; inspecting and evaluating; maintaining forms, records, and reports; preparing food for cooking or serving; cooking food; preparing serving lines; and cleaning and maintaining dining hall and kitchen equipment. Each unit consists of lessons based on performance objectives. Units contain tasks, standards of performance, source of standards, conditions for performance, enabling objectives, resources, teaching activities, criterion-referenced measures, performance guide, and checklists for performance evaluation. Appendixes include definitions, a bibliography, an index of duties and tasks, sources of standards, and a list of tools and equipment. (KC)

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V-TECS GUIDE
FOR
COMMERCIAL FOODS

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INTRODUCTION

This guide addresses all three domains of learning: psychomotor, cognitive, and affective. The following paragraphs give a brief explanation of each area.

Psychomotor
Manipulative skills, such as correctly mixing ingredients or slicing meats, are representative of activities that are psychomotor in nature. These tasks are identified in a catalog and grouped by duties and objectives. Each performance objective has a performance standard which must be met to prove student proficiency in the manipulative aspect of the task.

Cognitive
To perform pyschomotor tasks, students must think. To plan menus for a week, for example, the student must select food ingredients, consider cooking utensils, and determine cooking times for every meal. Before ordering food items, the student must decide how much is needed, how the items will be stored, and which items can be used together.

Students gain cognition through real and vicarious experiences. They may read, view tapes, and memorize or practice a process or procedure until they are certain of it. To test his/her knowledge, a student may be required to decide the proper procedure, method, or sequence for performance. This is cognitive activity (decision making) at its highest level.

Cognition, then, is that process by which information is stored and used. That mental thought that warns one of potential dangers is cognition. Anything that goes on in the mind is cognition. Good thinking can help an employee do a job better and quicker. This guide provides for the cognitive aspects of learning.

Affective
Curriculum writers, supervisors, and instructors should try to assist students in acquiring a positive attitude toward self, job, school and fellow students. This guide seeks to provide assistance to the instructor in this area. It is difficult for the instructor to identify each aspect of desirable behavior for every unit and often harder yet to teach them. In this area, a student might be judged on the housekeeping in the work area, punctuality, and ability to carry out directions. Potential employers are interested in student attitude because an angry or uncertain person is often a poor worker.

By using this guide, the student will have participated in activities dealing with getting along with others, with supervisors or staff members, and large/small groups.

USE OF THIS GUIDE

This guide is designed to provide job relevant tasks, performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement testing in commercial foods. The guide is also designed to be used with any teaching method that the instructor may choose. For example, if the lecture/demonstration method is best for you, you will find sufficient help to meet your needs. If you prefer to use discussions or other methods that require student participation, you will find ample help. Regardless of which method is successful for you, this guide can save preparation time and offer innovative methods and procedures. For example, a student may work either alone or on a team while in class and learn skills, in direct relation to what is actually being done on the job.

The use of small groups in teaching can be helpful when many students feel inadequate due to their lack of background information. Some students may also feel that they lack the necessary prerequisites. A successful program can provide students with a sense of security by reinforcing positive attitudes while improving their skills and group subject knowledge, by allowing students to interact on a group level. As students gain confidence and discover that they are an essential part of a team engaged in the teaching-learning process, their confidence increases. Individually, they also learn to work without direct supervision. In addition, use of the small-group method permits the instructor to vary instructional routines away from lecture or other full-class methods to activities for single students, pairs of students, or any number desired.

In this guide, you will find suggestions for specific classroom activities. These activities are not meant to restrict you or your students, but only to offer a variety of learning activities for each task statement.

ORGANIZING AND PLANNING

DUTY: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE 1

TASK: Check out supplies from storeroom, cooler, and freezer.

STANDARD OF PERFORMANCE OF TASK:

Five food items must be checked out from each of the following: storeroom, cooler, and freezer. Standard of performance will be set by the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Storage areas
Storage forms and instructions.

ENABLING OBJECTIVES:

1. Determine what supplies are needed for a given recipe.
2. Use requisition forms.
3. Gather supplies.
4. Ability to return supplies after usage to proper area.

RESOURCES:

1. Ray and Lewis. **Exploring Professional Cooking,** Chapter 4, pp. 64-68.
2. Cornelius. **Food Service Careers,** pp. 57, 60-61.

TEACHING ACTIVITIES:

1. Introduce subject of food control; use chapter overview, **Exploring Professional Cooking,** Chapter 4, pp. 64-68.
2. Using Supplement Forms 1, 2 and 3, explain the parts of and the use of requisition forms for storeroom, cooler and freezer.
3. Using items selected from a standard recipe, discuss the storage spaces normally used for the ingredients.
4. Demonstrate the proper method needed to complete the requisition forms for recipe items.
5. Discuss with the class the duties of the people involved in the operation of the store room, the freezer and the cooler.
6. Discuss the appropriate method used to return items for storage.

PERFORMANCE OBJECTIVE 1 (continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given necessary instructions and supplies needed, the student will check out a minimum of five items each from storeroom, cooler, and freezer. The items must be checked out and recorded on forms provided by the instructor.

Method of Evaluating Practical Application:

The instructor will rate the student's performance using the checklist and supplements. All items must be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 1 EVALUATION

PERFORMANCE TEST FOR CHECKING OUT SUPPLIES FROM STOREROOM, COOLER AND FREEZER

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Correctly obtained list of needed supplies.	______	______
2. Completed requisition form correctly.	______	______
3. Returned unused portion to storage.	______	______

APPROVED: Yes _____ No ______

Evaluator's Signature **Date**

PERFORMANCE OBJECTIVE 1 — Supplement 1

STOREROOM REQUISITION

Name of Station ______________ Recipe ______________

Day of the Week ______________ Number Served ______________

Date ______________ Signature ______________

Quantity Requested	Unit	Description and Use	Quantity Issued	Quantity Used	Unit Cost	Total Cost

PERFORMANCE OBJECTIVE 1 — Supplement 2

COOLER REQUISITION

Name of Station ________________ Recipe ________________

Day of the Week ________________ Number Served ________________

Date ________________ Signature ________________

Quantity Requested	Unit	Description and Use	Quantity Issued	Quantity Used	Unit Cost	Total Cost

PERFORMANCE OBJECTIVE 1 — Supplement 3

FREEZER REQUISITION

Name of Station ________________

Day of the Week ________________

Date ________________

Recipe ________________

Number Served ________________

Signature ________________

Quantity Requested	Unit	Description and Use	Quantity Issued	Quantity Used	Unit Cost	Total Cost

DUTY: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE 2

TASK: Convert recipe to larger or smaller product.

STANDARD OF PERFORMANCE OF TASK:

Two conversions using recipes must be correctly completed. A standard recipe is to be enlarged five times the original recipe. Then the same recipe is to be reduced by one-half the original.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Recipe file (for enlarging/reducing recipes)

ENABLING OBJECTIVES:

1. Perform math functions: addition, division, multiplication, subtraction.
2. Utilize fractional equivalents.

RESOURCES:

1. Walch, J. Weston. **Exploring Professional Cooking,** Student Activity Guide, pp. 99-100.
2. Teacher-made math activities.

TEACHING ACTIVITIES:

1. Introduce standardized recipes and the parts of them.
2. Give comparisons of metric and American standard measures.
3. Use a transparency to show method for doubling a recipe.
4. Use a similar recipe to show method for reducing the recipe by half or for enlarging up to 5 times.
5. Demonstrate the steps to follow when expanding and reducing by half a given recipe.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a simple recipe for cookies and proper instructions, the student will convert the recipe to a product five times as large as the original recipe. The student will then convert the same recipe, reducing the product by one-half the original, using metric or American standard measures.

PERFORMANCE OBJECTIVE 2 (continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor. The attached supplements may be used as exercises in converting measurements.

PERFORMANCE GUIDE:

1. Convert each ingredient in the recipe to five times the original recipe.
2. Convert each ingredient in the recipe to one-half the original recipe.

PERFORMANCE OBJECTIVE 2: Supplement 1

Name ______________________________ Date: ____________________

A FULL MEASURE

How well do you know your measurements around the kitchen? To test your knowledge of weights and measures, write the answers in the spaces provided. Then cross out all the letters you used in the box at the right. If you do it correctly, the remaining letters will spell one word in each box. Put the two words together, and you will have the name of an important item in a well-managed kitchen.

1.	16 tablespoons = one	______________	A	B	C	C	D
2.	3 teaspoons = one	______________	G	O	P	E	S
3.	2 cups = one	______________	K	O	P	E	U
4.	1/4 bushel = one	______________	L	O	P	T	N
			I	O	P	T	N

5.	One square of chocolate = one	______________ (weight)	C	E	F	O	Q
6.	16 ounces = one	______________	P	A	L	O	U
7.	2 pints = one	______________	T	A	L	O	U
8.	4 quarts = one	______________	R	D	N	O	U
			N	D	N	O	G

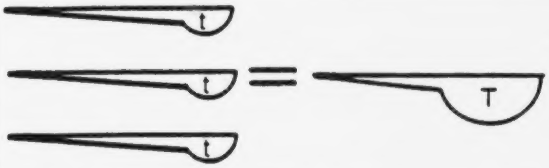
PERFORMANCE OBJECTIVE V-TECS 02: Supplement 2

NAME ______________________________ DATE ________________

EQUAL MEASURES FUN QUIZ

Read the picture clues. Write your answers in the boxes. Put one letter in each box.

①



THREE make ONE ☐☐☐☐☐☐☐☐☐

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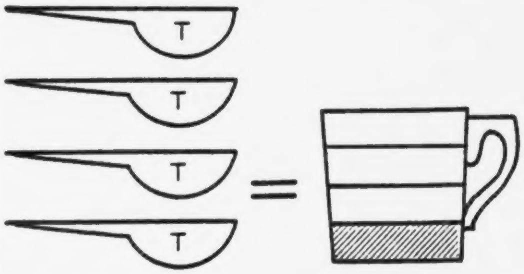

FOUR make ONE ☐☐☐☐☐☐☐☐☐☐☐

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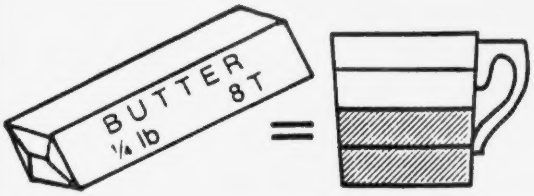

EIGHT make ONE ☐☐☐☐☐☐☐☐☐☐☐

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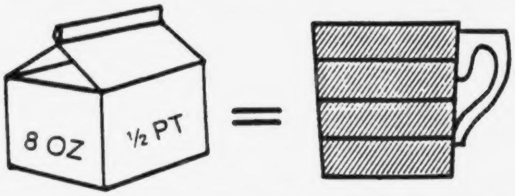
④



ONE makes ONE ☐☐☐☐ ☐☐☐☐

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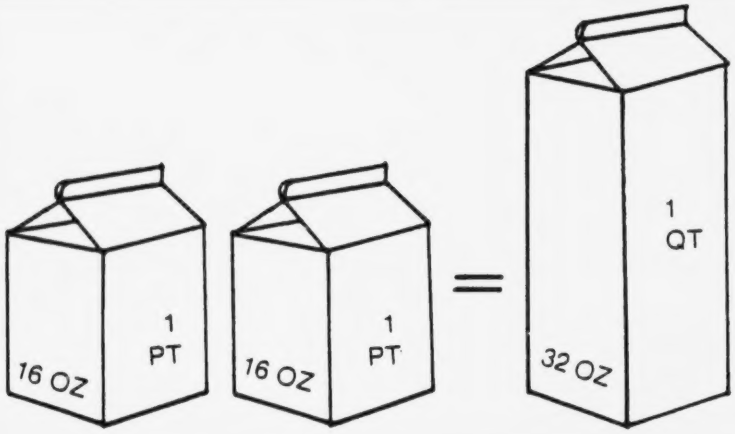
⑤



TWO make ONE ☐☐☐☐☐

☐☐☐☐☐

also 32. ☐☐☐☐☐☐

PERFORMANCE OBJECTIVE 2: Supplement 3

Name ______________________________ Date ____________________

ADJUSTING RECIPES

Listed below are the ingredients required to make four large servings of ice cream. Without using a pencil and paper to do your figuring, can you adjust the recipe to make two servings and then adjust it again to make 12 servings?

VELVET ICE CREAM (4 servings)	2 Servings	12 Servings
2 eggs		
2/3 cup sugar		
1 1/2 cups milk		
1/4 cup water		
2 T. light corn syrup		
1 tsp. vanilla		
1/2 cup whipping cream		

DUTY: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE 3

TASK: Supervise employees.

STANDARD OF PERFORMANCE OF TASK:

Five cooks and five cooks' helpers must be supervised. A basic understanding of supervisory producedures should be demonstrated to standards of performance set by the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Five cooks, five cooks' helpers
General plan of organization for producing menu items
Daily production sheets for given menus

ENABLING OBJECTIVES:

1. Organize tasks according to preparation, time and difficulty.
2. Assign tasks according to worker abilities.
3. Communicate to workers what is expected of each.

RESOURCES:

1. Cornelius. **Food Service Careers,** pp. 56-78.
2. **Home Economics Careers in Food Service.** Homemaking Education Department of Occupational Education and Technology, Texas Education Agency, Unit 15, Sections 1-3, pp. 396-425.

TEACHING ACTIVITIES:

1. Introduce and discuss position of supervisor by having a school cafeteria manager or local restaurant manager talk to the class about managerial responsibilities.
2. Outline and discuss Chapter 4, **Food Service Careers,** pp. 56-78.
3. Complete worksheets from **Food Service Careers, Student Guide,** pp. 19-21.
4. Complete sections 1-3, pp. 396-425 of Unit 15 from **Home Economics Careers in Food Service.**

PERFORMANCE OBJECTIVE 3 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a laboratory situation with five cooks and five cooks' helpers and proper instructions, the student will supervise the employees. The employees being supervised must demonstrate their understanding of the position and job through performance of the assigned tasks in a manner satisfactory to the instructor.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using attached checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 3 EVALUATION

PERFORMANCE TEST FOR SUPERVISING EMPLOYEES

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Organized workers and jobs to be done.	________	________
2.	Made sure food preparation continued in a progressive manner.	________	________
3.	Made sure dining facilities were prepared.	________	________
4.	Complimented workers; used only constructive criticism when needed.	________	________
5.	Encouraged cooperation and suggestions from workers on improvement.	________	________

APPROVED: Yes ______ No _______

Evaluator's Signature **Date**

DUTY: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE 4

TASK: Weigh and measure staple ingredients.

STANDARD OF PERFORMANCE OF TASK:

Two liquid and two dry ingredients must be measured and weighed according to accepted standards.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Measuring utensils
Two liquids
Two dry ingredients.

ENABLING OBJECTIVES:

1. Recognize both dry and liquid measures.
2. Measure ingredients using a baker's scale.
3. Measure ingredient using a spring scale.
4. Determine the measuring utensils to measure the ingredients specified.
5. Utilize correct procedures when measuring ingredients using scales, measuring cups and spoons.

RESOURCES:

1. Kowtaluk and Kopan. **Food for Today,** pp. 230-232.
2. Ray and Dondi. **Professional Cooking and Baking,** pp. 42-45.
3. Cornelius. **Food Service Careers,** pp. 99-103.

TEACHING ACTIVITIES:

1. Introduce and explain the use of each type of measuring equipment.
2. Demonstrate the proper procedure for using each type of equipment with liquid and dry ingredients.
3. Identify each type of measuring equipment according to its use.
4. Complete "Measuring Match" and "Following Directions: A Recipe."
5. Have students practice measuring various types of ingredients.

PERFORMANCE OBJECTIVE 4 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given list of ingredients, the student will weigh and measure two liquids and two dry ingredients using correct techniques.

Method of Evaluating Practical Application:

Observation by instructor using the attached checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 4 EVALUATION

PERFORMANCE TEST FOR WEIGHING AND MEASURING STAPLE INGREDIENTS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Used proper type of cup for each ingredient.		
2. Spooned dry ingredients lightly into measuring cup.		
3. Leveled off cups and spoons containing dry ingredients with a straight edge.		
4. Measured liquids in proper type of measuring cup.		
5. Measured liquids on level surface.		
6. Measured liquids at eye level.		
7. Used properly balanced scales.		
8. Recorded weights and measures accurately.		

APPROVED: Yes _______ No _________

Evaluator's Signature **Date**

PERFORMANCE OBJECTIVE 4 - Supplement 1

Name ______________________________ Date ____________________

MEASURING MATCH

Accurate measuring of recipe ingredients depends upon proper measuring procedure. Because ingredients have various textures, compositions, and densities, standard measuring techniques have been widely accepted to ensure recipe consistency.

Learn the correct method of measuring several ingredients by matching the letter of the measuring techniques on the right with the appropriate ingredients on the left.

Ingredients

_______ 1. Flour

_______ 2. Granulated Sugar

_______ 3. Confectioner's

_______ 4. Brown Sugar

_______ 5. Baking Soda

_______ 6. Shortening

_______ 7. Margarine

_______ 8. Molasses

_______ 9. Milk

_______ 10. Vanilla

_______ 11. One-half Egg

Method of Measuring

A. Pour into a measuring spoon. Hold over a small bowl to catch excess.

B. Pack firmly in a dry measuring cup. Level.

C. Pour into a liquid measuring cup set on the counter. Check at eye level.

D. Pack firmly into a dry measuring cup. Level. Remove with a rubber scraper.

E. Remove lumps by pressing through a sieve. Spoon lightly into a dry measuring cup. Level.

F. Pour into a liquid measuring cup set on the counter. Check eye level. Remove with a rubber scraper.

G. Sift. Pour into a dry measuring cup. Level.

H. Squash lumps. Dip in the measuring spoon. Level.

I. Beat with a fork. Measure out two tablespoons.

J. If in stick form, cut on lines indicated. If not in stick form, pack into dry measuring cup; level; remove with a rubber scraper.

K. Pour into a dry measuring cup. Level.

PERFORMANCE OBJECTIVE 4 (Continued)

Lab Activity: Carefully measure one cup flour in the following manner:

1) sift flour, POUR into dry measuring cup, level;
2) sift flour, PACK into dry measuring cup, level;
3) pour unsifted flour into dry measuring cup, level.

Discuss which method produces the most and least quantities.

Carefully pour flour back into the container.

PERFORMANCE OBJECTIVE 4 (Continued)

Name ____ Date _______________

FOLLOWING DIRECTIONS: A RECIPE

Read the following recipe:

Helen's Honey Drops (makes 3 dozen 2 inch cookies)

1/2 cup (8 tablespoons) soft butter
or margarine
1/2 cup brown sugar (packed)
1 egg
3 Tbs (tablespoons) honey
1/2 tsp (teaspoon) vanilla
1 3/4 cups flour
1 tsp (teaspoon) baking soda

1) Heat oven to 350°. 2) Cream butter and brown sugar. 3) Add egg, honey, vanilla and mix well. 4) Mix flour and baking soda and add to butter mixture. 5) Mix well. 6) Roll dough into 1 1/4 inch balls. 7) Place an ungreased cookie sheet. 8) Bake 10 - 12 minutes.

Suppose you wished to make enough dough for 6 dozen of Helen's Honey Drops. You would double the amounts of all the ingredients.

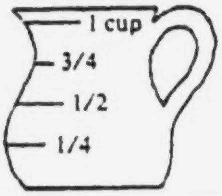
1) How much butter or margarine would you need? ____ cup
2) How much brown sugar? ____ cup
3) How many eggs? ____
4) How much honey? ____ Tbs
5) How much vanilla? ____ tsp
6) How much flour? ____ cups
7) How much baking soda? ____ tsp

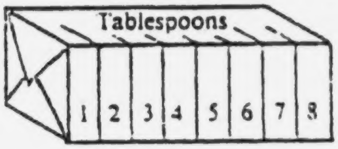
Watch out for the next two questions!

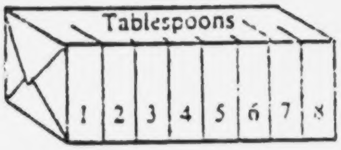
8) To what temperature would you heat the oven? ____
9) How long would you bake the cookies? ____ minutes

Suppose you are mixing enough dough for 3 dozen of Helen's Honey Drops.

With your pen or pencil, shade in this mesuring cup to show how much brown sugar you would need.

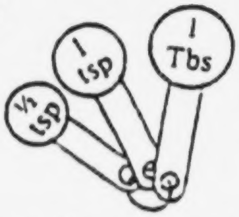






With your pen or pencil, use shading to show how much butter you would need.

Put an X on the measuring spoon that you would use to measure the right amount of vanilla.



How many cookies are in 3 dozen?

____

How many cookies are in 6 dozen?

____

Why not make some of Helen's Honey Drops when you get home tonight? A handy fact to remember is that one stick of margarine or butter equals half a cup.

DUTY: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE 5

TASK: Plan cooking schedule.

STANDARD OF PERFORMANCE OF TASK:

A schedule for cooking foods with different cooking times must be prepared for a menu that contains a variety of recipes. The food list should be organized in order of cooking time, from those items that require the most time to those requiring the least.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Given menu
Schedule forms
Food ingredients
Cooking times
Recipes.

ENABLING OBJECTIVES:

1. Analyze menu and list items that must be prepared.
2. Evaluate recipe for each food item to determine time required for preparation.
3. Organize cooking schedule according to time required for production.
4. Assign preparation tasks according to time required and skill level of workers available.

RESOURCES:

1. Ray and Lewis. **Exploring Professional Cooking,** pp. 158-159, Workbook, pp. 113-114.
2. Kowtaluk and Kupan. **Food For Today,** Chapter 17, pp. 253-263, Workbook, pp. 89-91.

TEACHING ACTIVITIES:

1. Discuss a typical family evening meal, what observations have been made about preparation and timing.
2. As a group, plan a menu. Analyze time required in preparation. List on chart items in order of most preparation time required.
3. Invite guest speakers from institutional food service and fast food establishments to discuss the importance of schedules.

PERFORMANCE OBJECTIVE 5 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a menu, recipes, and necessary instructions, plan a schedule for all foods to be cooked so that products requiring the longest cooking or baking time will be listed first and in descending order until all foods are listed.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Check cooking time required for all products listed on menu.
2. List cooking time of each product in descending order of preparation.
3. Write the cooking schedule.

DUTY: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE 6

TASK: Plan menus.

STANDARD OF PERFORMANCE OF TASK:

Two menus must be planned and written from a list of food items and sample menu forms. A schedule for preparation must be prepared to include all items on the menus.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

List of food items
Sample menu forms
Instructions to include basic food groups and requirements for each.

ENABLING OBJECTIVES:

1. Understand standardized recipes.
2. Perform mathematical functions.
3. Identify food groups.
4. Write menus in correct form.

RESOURCES:

1. Tupperware filmstrips "Food To Grow On" and "Food for Life."
2. **Home Economics Careers in Food Service,** Unit IV, pp. 82-127.
3. Cornelius. **Food Service Careers,** pp. 145-184.

TEACHING ACTIVITIES:

1. Introduce menu planning with filmstrips "Food To Grow On" and "Food For Life."
2. Assign each student to make a list of all the foods (snacks and meals) eaten in the past three days. Then allow the students to compare their items.
3. Demonstrate how to plan three days of menus to include all food groups, variety of foods, and preparation methods.
4. Invite guest speakers from local establishments to explain the mechanics of menu planning.
5. Evaluate sample menus from local food establishments to decide whether they meet the requirements for well planned menus.

PERFORMANCE OBJECTIVE 6 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a family of four, the student will plan a set of daily menus for two days using a list of food items and sample menu form.

Method of Evaluating Practical Application:

Observation by instructor using the attached checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 6 EVALUATION

PERFORMANCE TEST FOR PLANNING MENUS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Selected foods from basic four.	____	____
2. Selected a protein food for the main dish in each menu.	____	____
3. Selected menu offerings to give contrast in form, texture, flavor, color, and temperature.	____	____
4. Based menu prices and selections upon the institution's ability to pay.	____	____
5. Planned menus according to food habits and preferences of those to be served.	____	____
6. Planned foods that can be prepared within available time in consideration of equipment on hand.	____	____
7. Wrote menu in correct form and order.	____	____

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE 7

TASK: Plan menus to utilize leftovers.

STANDARD OF PERFORMANCE OF TASK:

Two menus must be planned from a list of leftovers, using standards of performance set by the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

List of leftovers
Menu forms

ENABLING OBJECTIVES:

Sort food items into useable and unuseable categories. Select recipes that use leftovers.

RESOURCES:

1. Kowtaluk and Kopan. **Food For Today**, pp. 264-265.

TEACHING ACTIVITIES:

1. Discuss leftovers — proper storage, ways to use them creatively.
2. Invite to the class a speaker from a local food service establishment to discuss the use of "leftovers."
3. Use a given list of leftovers, make a chart showing possible uses for these items.
4. Examine recipes that use precooked foods that may be leftover type foods -- create a file for "planned leftovers."
5. Plan at least two sample menus that utilize leftovers.
6. Invite a restaurant owner/manager to discuss the use of leftovers in his business.
7. Discuss with a cafeteria, nursing home, hospital or college dining hall manager the use of leftovers in the institutional setting.

PERFORMANCE OBJECTIVE 7 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a list of leftovers, the student will plan two menus using leftovers.

Method of Evaluating Practical Application:

Observation by instructor using the attached checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 7 EVALUATION

PERFORMANCE TEST FOR PLANNING MENUS TO UTILIZE LEFTOVERS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Identified foods which were edible.	______	______
2. Selected a protein food for the main dish in each menu.	______	______
3. Contrasted color, form, texture, flavor, and temperature of foods used.	______	______
4. Planned menus that could be prepared with time and equipment available.	______	______
5. Disguised leftovers attractively and tastefully.	______	______
6. Wrote menu in correct order and form.	______	______
7. Stored food leftovers at the appropriate place and temperature.	______	______

APPROVED: Yes _____ No _____

Evaluator's Signature **Date**

DUTY: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE 8

TASK: Plan and organize overall operational functions for all work in the kitchen.

STANDARD OF PERFORMANCE OF TASK:

The operational functions and work schedules of a kitchen must be planned and organized to include the work done by cooks and cooks' helpers.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Work schedule forms.

ENABLING OBJECTIVES:

1. Identify tasks to be accomplished.
2. Identified equipment and materials needed for each task.
3. Organize work schedules to produce menu items.

RESOURCES:

1. Ray and Lewis. **Exploring Professional Cooking,** pp. 153-164.

TEACHING ACTIVITIES:

1. Introduce a work schedule; discuss need for, benefits of, and procedure for developing a useful schedule.
2. Using a given simple menu, plan, as a group, the work schedule and serving schedule. Use overhead or chart or blackboard and have someone record final schedule.
3. Plan a full day's menu; organize a preparation, cleaning, serving and storage schedule for each meal.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a laboratory situation in which it is required to plan and organize operational functions for all work in the kitchen for cooks and cooks' helpers, the student will organize overall operational functions for all work to be done in one kitchen.

Method of Evaluating Practical Application:

A checklist will be used to rate performance. All items must be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 8 EVALUATION

PERFORMANCE TEST FOR PLANNING AND ORGANIZING OVERALL OPERATIONAL FUNCTIONS FOR ALL WORK IN THE KITCHEN

____
Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Planned and organized particular type work to be carried out in a specified location.	________	________
2. Planned and organized work areas complete with all equipment, tools and material needed by the workers for a specified duty to be carried out efficiently.	________	________
3. Planned overall functions so workers readily accepted new and better ways of doing a job.	________	________
4. Planned work areas so each worker will have sufficient space to perform task required.	________	________
5. Planned operational functions so that each worker was informed how to use new equipment or new tools to improve work.	________	________

APPROVED: Yes ______ No ______

____
Evaluator's Signature **Date**

DUTY: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE 9

TASK: Take over duties of head chef in his/her absence.

STANDARD OF PERFORMANCE OF TASK:

The duties of a head chef must be assumed; five cooks and five cooks' helpers must be supervised on a daily basis for three days.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

List of job duties
List of menus to be prepared

ENABLING OBJECTIVES:

1. Identify duties of a head chef.
2. Identify job duties of cooks and cooks' helpers.

RESOURCES:

1. Cornelius. **Food Service Careers,** pp. 56-93.
2. Cornelius. **Food Service Career Student Workbook,** pp. 19-29.

TEACHING ACTIVITIES:

1. Invite a guest speaker, a cafeteria supervisor, from school to explain job or observe jobs which must be done.
2. Observe a professional chef -- either visit on site or have as a guest speaker to outline tasks that are performed on a daily basis.
3. Formulate a list of responsibilities that are those of the head chef.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a laboratory situation in which the learner is required to take over duties of a head chef supervising five cooks and five cooks' helpers, the student will take over duties of head chef in his/her absence.

Method of Evaluating Practical Application:

A checklist will be used to rate performance. All items must receive an satisfactory rating.

CHECKLIST FOR PERFORMANCE OBJECTIVE 9 EVALUATION

PERFORMANCE TEST FOR TAKING OVER DUTIES OF HEAD CHEF IN HIS ABSENCE

____

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Organized and planned work schedule.	________	________
2.	Allowed sufficient time for completion of work.	________	________
3.	Distributed work load equally among workers.	________	________
4.	Wrote correct and easily-read menus.	________	________
5.	Planned menus adequately for group to be fed.	________	________
6.	Provided foods of varying color, texture, temperature and flavor.	________	________
7.	Used food in season.	________	________
8.	Planned menus for appropriate occasion.	________	________
9.	Gave correct instructions to workers.	________	________
10.	Calculated amount of food needed each day with at least 95 percent accuracy.	________	________
11.	Checked food to determine if it was prepared and served according to standards set up by the instructor.	________	________

APPROVED: Yes ______ No ______

____

Evaluator's Signature **Date**

DUTY: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE 10

TASK: Train employees.

STANDARD OF PERFORMANCE OF TASK:

Five cooks and five cooks' helpers must be trained; after being instructed, the ten employees must be able to demonstrate their understandings of their positions through performance of the assigned tasks in a manner satisfactory to the instructor, based upon the job description.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Work schedules
Job descriptions

ENABLING OBJECTIVES:

1. Write and explain job description.
2. Demonstrate cooking tasks to be performed.
3. Evaluate the performance of fellow workers.
4. Organize and distribute work load evenly.

RESOURCES:

1. Cornelius. **Food Service Careers,** Chapters 10-12, pp. 210-275.

TEACHING ACTIVITIES:

1. Assign students to interview a local restaurant owner and discuss training procedures for new employees.
2. Invite to class a fast food chain manager, one from such as McDonalds, to explain their training program.
3. Compare local training procedures with national food chain training procedures.
4. Develop a training program for use with new students.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a laboratory situation with five cooks and five cooks' helpers and necessary instructions, the student will train the employees.

Method of Evaluating Practical Application:

Using checklist, the instructor will evaluate student's work. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 10 EVALUATION

PERFORMANCE TEST FOR TRAINING EMPLOYEES

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Wrote job descriptions.	__________	__________
2. Explained to others the acceptable level of performance.	__________	__________
3. Made sure workers understood their jobs.	__________	__________
4. Evaluated performance of each worker.	__________	__________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DIRECTING AND IMPLEMENTING

DUTY: DIRECTING AND IMPLEMENTING

PERFORMANCE OBJECTIVE 11

TASK: Answer telephone calls.

STANDARD OF PERFORMANCE OF TASK:

The telephone must be answered in a manner correct for a food service office.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Telephone
Note pad and pen for messages

ENABLING OBJECTIVES:

1. Identify proper way to answer telephone.
2. Record any information from telephone conversation.

RESOURCES:

Films:
1. Southern Bell: "How To Lose Your Best Customer," "Voice of Your Business;" "What Mr. Bell Had In Mind."

TEACHING ACTIVITIES:

1. Discuss and list steps required when answering a business telephone.
2. Show and discuss one of the films on telephone etiquette.
3. Set up several situations for students to role play, answering a business telephone.
4. Have students critique the role-playing situations.
5. Invite a guest speaker from a local secretarial school or public relations firm to speak on the important steps in answering the telephone.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a situation in which a food service employee must answer the telephone for the business, the student will answer the telephone.

Method of Evaluating Practical Application:

Observation by the instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 11 EVALUATION

PERFORMANCE TEST FOR ANSWERING A TELEPHONE CALL

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Answered promptly and pleasantly.	______	______
2. Gave proper identification.	______	______
3. Established caller's name.	______	______
4. Gave explanations effectively.	______	______
5. Recorded necessary information accurately.	______	______
6. Represented the business courteously and efficiently.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: DIRECTING AND IMPLEMENTING

PERFORMANCE OBJECTIVE 12

TASK: Place telephone calls.

STANDARD OF PERFORMANCE OF TASK:

A telephone call must be placed as a food service employee.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Telephones
Telephone directory
Note pad and pen.

ENABLING OBJECTIVES:

1. Use telephone.
2. Verify telephone numbers using telephone directory.
3. Record information from telephone call.

RESOURCES:

1. Local telephone directory
2. Telephones

TEACHING ACTIVITIES:

1. Discuss steps required to place a telephone call.
2. Demonstrate the procedure in which a telephone call should be placed.
3. Assign situations in which students must find business names and numbers in the telephone directory.
4. Role-play situations in which students must place business calls.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a situation in which a food service employee would place a call, the student will place the telephone call.

Method of Evaluating Practical Application:

Observation by instructor using the checklist. All items must be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 12 EVALUATION

PERFORMANCE TEST FOR PLACING TELEPHONE CALLS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Verified the telephone number before placing the call.	________	________
2. Allowed sufficient ringing time.	________	________
3. Gave identification promptly.	________	________
4. Explained the nature of the call clearly and concisely.	________	________
5. Recorded necessary information accurately.	________	________
6. Ended the call in a prompt, yet tactful manner.	________	________
7. Represented the business courteously and efficiently.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: DIRECTING AND IMPLEMENTING

PERFORMANCE OBJECTIVE 13

TASK: Order food.

STANDARD OF PERFORMANCE OF TASK:

Food orders for a week must be completed in proper form.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Current food inventory
Food order forms
Instructions in use of form
Menus to be used for week.

ENABLING OBJECTIVES:

1. Compile list of ingredients for current week's recipes/menus.
2. Identify items needed for food inventory.
3. Complete forms properly for food items.

RESOURCES:

1. Ray and Lewis. **Exploring Professional Cooking,** pp. 70-71.
2. Ray and Lewis. **Exploring Professional Cooking Workbook,** pp. 51-53.
3. Cornelious. **Food Service Careers,** pp. 190, 198-208.

TEACHING ACTIVITIES:

1. Discuss importance of accurate food orders.
2. Use overhead projector to discuss use of simple inventory, and order form (sample attached).
3. Refer to **Food Service Careers,** pp. 198-208, for ordering amounts for assigned situations.
4. Give students sample menus to calculate orders from supplies available in store room.
5. Discuss the use of a form for ordering.

PERFORMANCE OBJECTIVE 13 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a situation in which food supplies must be ordered for a week, the student will complete the food order forms.

Method of Evaluating Practical Application:

Observation by instructor using the checklist. All items must be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 13 EVALUATION

PERFORMANCE TEST FOR ORDERING FOOD

____
Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Consulted inventory to determine food on hand.	______	______
2. Determined food needed from menu.	______	______
3. Compared inventory to food needed to prepare order.	______	______
4. Ordered in appropriate quantities.		
a. Economically	______	______
b. Adequate supply	______	______
5. Checked food order for accuracy.	______	______
6. Placed order.	______	______

APPROVED: Yes ______ No ______

____
Evaluator's Signature **Date**

PERFORMANCE OBJECTIVE 13 (Continued)

SAMPLE INVENTORY FORM

INVENTORY

WEEK OF ______________________ NAMES ____________________

____

____

____

ITEM NEEDED	AMOUNT NEEDED	ON HAND	ORDER

DUTY: DIRECTING AND IMPLEMENTING

PERFORMANCE OBJECTIVE 14

TASK: Meet and aid customers in a good-will capacity.

STANDARD OF PERFORMANCE OF TASK:

The correct manner to greet customers must be demonstrated to the satisfaction of the instructor. A positive attitude toward the restaurant is the goal of meeting and helping customers.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Instructions for greeting and seating customers.

ENABLING OBJECTIVES:

1. Speak clearly.
2. Practice good grooming habits.
3. Listen to customers.

RESOURCES:

1. Cornelius. **Food Service Careers,** Chapter 11.
2. Suggested filmstrips:
   Butterick Publishing Co, "The Customer Is The Key."
   Readers Digest Services, "Change On The Table."

TEACHING ACTIVITIES:

1. Show filmstrips if available.
2. Discuss personal qualities desirable for someone meeting customers.
3. Have students observe a host/hostess in a commercial establishment and report on the way they handled customers.
4. Assign situations in which students can role-play meeting a customer.
5. Invite a restaurant host/hostess to the class to discuss greeting practices and problems.

PERFORMANCE OBJECTIVE 14 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a situation in which an employee must meet a customer in a good-will capacity, the student will meet the customer.

Method of Evaluating Practical Application:

Observation by instructor using the checklist. All items must be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 14 EVALUATION

PERFORMANCE TEST FOR MEETING AND AIDING CUSTOMERS IN A GOOD-WILL CAPACITY

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Greeted customers with a smile.		
2.	Used a pleasant voice.		
3.	Used correct grammar and pronunciation of words.		
4.	Acted in a courteous and friendly manner.		
5.	Listened carefully.		
6.	Answered needs of customers satisfactorily.		

APPROVED: Yes _____ No ______

Evaluator's Signature **Date**

DUTY: DIRECTING AND IMPLEMENTING

PERFORMANCE OBJECTIVE 15

TASK: Purchase food.

STANDARD OF PERFORMANCE OF TASK:

An order form must be completed and designated food items purchased for a given situation selected by the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Food order forms
Purchase orders
Menus and recipes
Formulas for computing amounts required
Lists of local purveyors.

ENABLING OBJECTIVES:

1. Compute weights and measures.
2. Recognize the different grades in foods.
3. Analyze recipes to determine amounts of food items needed.

RESOURCES:

1. Ray and Lewis. **Exploring Professional Cooking,** Chapter 4, Workbook, p. 49, Activity 7, pp. 54-59, Activity 5, pp. 51-53.
2. Cornelius. **Food Service Careers,** Chapter 9.

TEACHING ACTIVITIES:

1. Discuss purchase order forms.
2. Give each student one day's menu and have him pull appropriate recipes, list ingredients needed, and inventory those stocks on hand. Then calculate foods to order.
3. Have available wholesale price lists for students to figure costs of items needed.
4. Using overhead projector, list and discuss steps necessary for effective food buying.
5. Take a field trip to a wholesale grocery.
6. Invite a produce dealer or manager to come to class to explain quality, grades, seasonability, and storage of fresh fruits and vegetables.
7. Design a bulletin board of federal and state stamps and inspection tags.
8. Display charts showing sizes of canned goods. Study can sizes, labels, brands and grades.
9. Using overhead transparencies, show different cuts of meats. Discuss meat grades, using materials from meat packing companies.

PERFORMANCE OBJECTIVE 15

CRITERION REFERENCED MEASURE:

Practical Application:

Given a situation in which an employee must purchase food, the student will complete an order form and purchase the needed food.

Method of Evaluating Practical Application:

Observation by instructor using the checklist. All items must be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 15 EVALUATION

PERFORMANCE TEST FOR PURCHASING FOOD

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Determined food on hand.		
2.	Used menus in determining what foods to purchase.		
3.	Calculated recipe cost.		
4.	Used a market order.		
5.	Prepared well-written specifications for all items purchased, stating exactly what is needed in a product, indicating grade or quality, amount, and size.		
6.	Distinguished between good and poor quality foods.		
7.	Selected foods that were nutritious and appetizing.		
8.	Purchased food according to the number of people to be served.		

APPROVED: Yes _____ No _____

Evaluator's Signature **Date**

DUTY: DIRECTING AND IMPLEMENTING

PERFORMANCE OBJECTIVE 16

TASK: Store equipment and supplies as needed in assigned areas.

STANDARD OF PERFORMANCE OF TASK:

Food service equipment and supplies must be stored in appropriate areas in the correct manner.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Equipment to be stored
Storage space
Instructions.

ENABLING OBJECTIVES:

1. Organize food items.
2. Identify proper storage areas for food items.
3. Sort food items according to dates, using oldest items before newer ones.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 70-72.
2. Ray and Lewis. **Exploring Professional Cooking,** pp. 234-137.
3. Cornelious. **Food Service Careers,** pp. 58-60.

TEACHING ACTIVITIES:

1. Arrange a class tour of a laboratory kitchen to discuss where items are stored, why they are stored there, and storage principles.
2. Plan a field trip to the school cafeteria to observe storage locations of different foods, equipment and supplies.
3. Have class prepare an inventory of foods which need to be refrigerated. Categorize them into cold, colder, coldest and freezer storage. Assign the students to list the length of time each may be kept in storage.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a situation in which a food service worker must store equipment and supplies, the student will store all items in appropriate areas.

Method of Evaluating Practical Application:

Observation by instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 16 EVALUATION

PERFORMANCE TEST FOR STORING EQUIPMENT AND SUPPLIES AS NEEDED IN ASSIGNED AREA

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Used one-motion storage as much as possible.	________	________
2. Sent pots and pans to work centers where they are used rather than to central storage.	________	________
3. Stored items at point of first use.	________	________
4. Planned temporary storage to eliminate excessive travel to central storage.	________	________
5. Used mobile storage units to reduce handling.	________	________
6. Stored cold food at appropriate temperatures.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

INSPECTING AND EVALUATING

DUTY: INSPECTING AND EVALUATING

PERFORMANCE OBJECTIVE 17

TASK: Inspect facility for compliance with health and sanitation laws.

STANDARD OF PERFORMANCE OF TASK:

Violations of sanitation laws must be inspected and reported; a checklist should be used, reflecting the standards set by local health agencies.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Sanitation regulations (written)
Sanitation rules violations.

ENABLING OBJECTIVES:

1. Identify reasons for sanitation.
2. Review food areas needing constant/daily attention to sanitation.

RESOURCES:

1. Kowtaluk and Kopan. **Food For Today,** pp. 192-208.
2. Cornelius. **Food Service Careers,** pp. 276-300.
3. Ray and Lewis. **Exploring Professional Cooking,** pp. 121-130.
4. **Home Economics Careers in Food Service.** Austin, Texas, Unit II, pp. 32-68.
5. Local Government Sanitation Codes and inspection forms.

LEARNING ACTIVITIES:

1. Invite a guest speaker from the local Department of Health to explain procedures for evaluating restaurant facilities and compliance with codes as outlined by state manual.
2. Review daily procedures used to maintain sanitation standards.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a food service area in which violations of sanitation rules exist and a checklist on which to report findings, the student will inspect for violations of sanitation laws. The student's findings must agree with the instructor's findings.

PERFORMANCE OBJECTIVE 17 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

(A sample form used by local inspectors is appropriate. This will vary from state to state.)

1. Obtain checklist from instructor.
2. Inspect the food service area.
3. Record findings on checklist.
4. Give checklist to instructor.

DUTY: INSPECTING AND EVALUATING

PERFORMANCE OBJECTIVE 18

TASK: Inspect incoming food and beverages for quality and freshness.

STANDARD OF PERFORMANCE OF TASK:

A shipment of food and beverage must be inspected; any discrepancies or problems must be reported orally to the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

List of supplies ordered, the quantity and the quality.
Supplies
Instructions
Reporting procedures.

ENABLING OBJECTIVES:

1. Identify different grades in foods.
2. Record discrepancies in items ordered and received.
3. Identify proper procedures for adusting food orders.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** Chapter 3, pp. 64-70.
2. Kowtaluk and Kopan. **Food For Today,** pp. 162-175.

LEARNING ACTIVITIES:

1. Introduce subject by using a guest speaker from a local food supplier. Describe availability of foods, how packaged, delivery method, ordering and returning procedures.
2. Visit a local food service establishment, interview manager to discover what procedure is acceptable for use when inspecting incoming food items.

CRITERION REFERENCED MEASURE:

Practical Application:

Inspect at least one day's supplies using the form devised by the instructor.

Method of Evaluating Practical Application:

The instructor will use the following checklist to evaluate the student's work. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 18 EVALUATION

PERFORMANCE TEST FOR INSPECTING FOOD AND BEVERAGES FOR QUALITY AND FRESHNESS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Inspected foods.	______	______
2. Reported any discrepancies to instructor.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: INSPECTING AND EVALUATING

PERFORMANCE OBJECTIVE 19

TASK: Test food prepared by others.

STANDARD OF PERFORMANCE OF TASK:

A variety of freshly cooked foods must be tested in appropriate manners: tasting, smelling or piercing food items.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Freshly cooked foods
Kitchen utensils
Instructions

ENABLING OBJECTIVES:

1. Evaluate prepared food based on flavor, texture, color, shape, size, and temperature.
2. Identify standards for testing food dishes.

RESOURCES:

1. Kowtaluk and Kapan. **Food For Today,** pp. 255-257.

TEACHING ACTIVITIES:

1. Assign class to brainstorm and formulate a list of criteria on which we evaluate foods we eat.
2. Describe the interrelationship of the senses when evaluating a food product.
3. Discuss "Meals That Appeal," **Food For Today,** pp. 255-257.
4. Construct a checklist to be used when evaluating food prepared by others. Basis of final checklist should be three previous activities.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a variety of freshly cooked foods and utensils necessary for testing, the student will test each, using the appropriate tasting, smelling or piercing tests.

PERFORMANCE OBJECTIVE 19 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Taste food.
2. Smell food.
3. Pierce food.
4. Note appearance of food.

MAINTAINING FORMS, RECORDS AND REPORTS

DUTY: MAINTAINING FORMS, RECORDS, AND REPORTS

PERFORMANCE OBJECTIVE 20

TASK: Prepare inventory records for purchased food.

STANDARD OF PERFORMANCE OF TASK:

Newly purchased food items must be recorded on inventory cards as the food items arrive. A perpetual inventory is the final product.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Food items to be purchased
Inventory records

ENABLING OBJECTIVES:

1. Identify record forms on which to record purchases.
2. Identify needed items needed to maintain perpetual inventory.

RESOURCES:

1. Cornelious. **Food Service Careers,** pp. 57-61.
2. Ray and Lewis. **Exploring Professional Cooking,** pp. 79-84.

LEARNING ACTIVITIES:

1. Define inventory, perpetual inventory.
2. List reasons for maintaining inventories.
3. After studying Chapter 4, **Exploring Professional Cooking,** prepare an inventory of foods in:
   a. pantry
   b. freezer
   c. cooler.
4. Arrange for class to observe a food service manager checking in orders and using a perpetual inventory form.
5. Assign students to practice filling out inventory cards, inventory forms and perpetual inventory forms.

PERFORMANCE OBJECTIVE 20 (continued)

CRITERION REFERENCED MEASURE:

Practical Application:

The student will inventory foods on hand, record on inventory newly purchased items as they arrive and keep a perpetual inventory.

Method of Evaluating Practical Application:

The instructor will use the following checklist to evaluate the student's work. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 20 EVALUATION

PERFORMANCE TEST FOR PREPARING INVENTORY RECORDS FOR PURCHASED FOODS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered inventory materials.	______	______
2. Completed inventory cards and gave cards to the instructor.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: MAINTAINING FORMS, RECORDS AND REPORTS

PERFORMANCE OBJECTIVE 21

TASK: Keep perpetual inventory of food items.

STANDARD OF PERFORMANCE OF TASK:

Inventory cards must be updated daily for one week; the situation should involve current information and inventory.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Inventory record cards
Food purchase orders/receipts
Instructions.

ENABLING OBJECTIVES:

1. Identify inventory forms.
2. Print legibly.
3. Calculate numbers of food items.

RESOURCES:

1. Ray and Lewis. **Exploring Professional Cooking,** pp. 81-83.

LEARNING ACTIVITIES:

1. Invite a guest speaker to explain the use of a perpetual inventory and the advantages. This information can be followed by a class visit to the food establishment and observation of a storeroom keeper completing a perpetual inventory.
2. Using a set of inventory cards and other data, demonstrate how to create a perpetual inventory for one week.
3. Develop a chart which lists in order the procedure for completing and using a perpetual inventory.

CRITERION REFERENCED MEASURE:

Practical Application:

Given current, up-to-date inventory cards containing information regarding food on hand and a case situation requiring the keeping of the inventory, the student will update inventory cards daily for one week.

PERFORMANCE OBJECTIVE 21 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. List food items received.
2. Compare food items received with items ordered and report any discrepancies to instructor.
3. Record food items received on inventory cards.
4. Verify and record food items used daily.

CHECKLIST FOR PERFORMANCE OBJECTIVE 21 EVALUATION

PERFORMANCE TEST FOR KEEPING PERPETUAL INVENTORY OF FOOD ITEMS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Verified merchandise received daily.	________	________
2. Recorded merchandise received daily on inventory cards.	________	________
3. Verified merchandise used daily.	________	________
4. Recorded merchandise used daily.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: MAINTAINING FORMS, RECORDS AND REPORTS

PERFORMANCE OBJECTIVE 22

TASK: Receive, check and report shipments.

STANDARD OF PERFORMANCE OF TASK:

The items contained in one shipment of merchandise must be counted; a report of the shipment should contain any discrepancies with amounts ordered.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Sample invoices
Order forms.

ENABLING OBJECTIVES:

1. Calculate food items from forms.
2. Identify various types of inventory forms and reports.

RESOURCES:

1. Sample invoices from files.
2. Knoll. **Food Service Management,** pp. 185-189.

LEARNING ACTIVITIES:

1. Using sample invoices, describe and discuss the meaning of each heading and all pieces of information on an invoice.
2. Assign students to record all incoming items.
3. Check incoming items against order form.
4. Report orally and in writing any discrepancies.

CRITERION REFERENCED MEASURE:

Practical Application:

Given one shipment of merchandise and appropriate report forms, the student will count the items and report total of merchandise to instructor.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE 22 (Continued)

PERFORMANCE GUIDE:

1. Record all incoming items.
2. Check list of incoming items against order form.
3. Report any discrepancies to your instructor.

PREPARING FOOD FOR COOKING OR SERVING

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 23:

TASK: Add finishing touches to prepared foods.

STANDARD OF PERFORMANCE OF TASK:

Garnishes as a finishing touch must be added to each dish: salad, fruit, vegetable, meat.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Prepared salad
Fruit, vegetable, meat garnishes
Instructions.

ENABLING OBJECTIVES:

1. Identify garnishes for food.
2. Coordinate color designs in food dishes.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 135, 146-148, 158, 162-163, 176, and 451.
2. Ray and Lewis. **Exploring Professional Cooking,** pp. 184-185, 197, 248, and 275.
3. Haines. **Food Preparation in Hotels, Restaurants and Cafeterias,** pp. 125-126, 185-187, 195, and 500.

TEACHING ACTIVITIES:

1. Display magazine pictures of attractively garnished foods on opaque projectors and discuss with class.
2. Make a bulletin board of attractive garnishes as finishing touches.
3. Have students visit local commercial cafeteria and make a list of two of each type of foods and how each was garnished.
4. Demonstrate appropriate method for preparing selected garnishes.
5. Discuss use of tools and equipment necessary to make attractive garnishes.

PERFORMANCE OBJECTIVE 23 (CONTINUED)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a situation in which a food service employee must add the finishing touches to prepared food, the student will add and arrange the appropriate garnishes to a salad, a fruit, a vegetable and a meat.

Method of Evaluating Practical Application:

Observation by instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 23 EVALUATION

PERFORMANCE TEST FOR ADDING FINISHING TOUCHES TO PREPARED FOODS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered appropriate supplies and food items.	______	______
2. Cleaned and trimmed garnishes (if necessary).	______	______
3. Drained liquid from garnish (if necessary).	______	______
4. Chose an appropriate garnish for salad.	______	______
5. Chose an appropriate garnish for fruit.	______	______
6. Chose an appropriate garnish for vegetable.	______	______
7. Chose an appropriate garnish for meat.	______	______
8. Chose garnishes that improved the color, flavor, texture and/or overall appearance of the food to which it was added.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 24

TASK: Slice cooked meats and other cold cuts by hand.

STANDARD OF PERFORMANCE OF TASK:

Meats and cold cuts must be sliced to a thickness designated by the instructor; a hand or electric knife may be used.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Meat and/or cold cuts
Hand or electric knife
Instructions.

ENABLING OBJECTIVES:

1. Identify safety measures in use of knives.
2. Identify basic areas of meats that are to be sliced.

RESOURCES:

1. Ray and Lewis. **Exploring Professional Cooking,** pp. 94-96.
2. Ray and Dondi. **Professional Cooking and Baking,** pp. 32-34, 105.
3. Wolfe. **Cooking For the Professional Chef,** pp. 30-36.
4. National Live Stock and Meat Board. **Lessons on Meat.**

TEACHING ACTIVITIES:

1. Demonstrate proper use of a knife; discuss cutlery safety.
2. Discuss kitchen knives and their uses.
3. Display various knives and have students identify each and tell how it is used.
4. Have a chef or butcher demonstrate hand carving techniques.

CRITERION REFERENCED MEASURE:

Practical Application:

Given supplies, equipment, and cooked meats and cold cuts, the student will slice the meats and cold cuts using a hand or electric knife. The meats and cold cuts must be sliced to designated thickness and be of good appearance as judged by the instructor.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Acquire meat and cold cuts from instructor.
2. Place meat or cold cuts on cutting board.
3. Grasp handle of knife between thumb and forefinger of hand with finger following curve of handle.
4. Place portion of blade of slicing knife nearest to handle on meat or cold cuts to be sliced.
5. Pull back on knife at the same time pressing firmly downward using a long sweeping stroke.

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 25

TASK: Slice cooked meats and other cold cuts by using electric slicing machine.

STANDARD OF PERFORMANCE OF TASK:

Meat and/or cold cuts must be sliced to a thickness designated by the instructor; the slicing should be done on an electric slicing machine.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Electric slicing machine
Instructions
Meat and/or cold cuts.

ENABLING OBJECTIVES:

1. Knowledge of safety in using electrical equipment such as knives and slicing equipment.
2. Identify sanitation practices used in handling meats.

RESOURCE:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 48-49.

TEACHING ACTIVITIES:

1. Demonstrate the use, care, sanitation, and safety factors of the slicing machine.
2. Have students practice assembling and cleaning machine.
3. Discuss parts of slicing machine.
4. Have students practice using machine following manufacturer's manual.
5. Display several examples of foods hand cut and machine cut. Discuss and compare.

CRITERION REFERENCED MEASURE:

Practical Application:

Given cooked meat or cold cuts to slice, the student will slice the meats using the electric slicing machine.

Method of Evaluating Practical Application:

Observation by instructor using the checklist. All items must be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 25 EVALUATION

PERFORMANCE TEST FOR SLICING COOKED MEATS AND OTHER COLD CUTS BY USING ELECTRIC SLICING MACHINE

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Gathered assigned meats.		
2.	Assembled slicer (if necessary).		
3.	Placed meat on holding plate.		
4.	Placed holding plate (with teeth) on top to secure item.		
5.	Selected proper speed and thickness on dial.		
6.	Started slicer.		
7.	Cut assigned number of portions.		
8.	Cut portions of uniform size.		
9.	Practiced safety procedures.		
10.	Used proper sanitary procedures.		
11.	Stopped machine properly.		
12.	Disassembled slicer.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 26

TASK: Cut cakes and pies.

STANDARD OF PERFORMANCE OF TASK:

One cake and one pie must be cut into the number of portions designated by the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Cake, pie
Designated number of portions
Utensils

ENABLING OBJECTIVES:

1. Identify portion sizes.
2. Identify safety practices in using knives and cake servers.

RESOURCES:

1. Ray and Lewis. **Exploring Professional Cooking,** p. 85.

TEACHING ACTIVITIES:

1. Discuss tools to use and demonstrate the method to portion and cut a cake.
2. Show diagram of cake portioning on overhead projector.
3. Demonstrate the proper method to portion and cut a pie.
4. Have students practice cutting a pie with pie pans lined with molding clay or play dough.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a cake and a pie to cut, the student will cut each into appropriate portion sizes.

Method of Evaluating Practical Application:

Observation by instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 26 EVALUATION

PERFORMANCE TEST FOR CUTTING CAKES AND PIES

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Used the proper utensils.	______	______
2. Cut into smooth, even pieces.	______	______
3. Cut into sizes according to established standards.	______	______
4. Cut into sizes that would serve required number of people.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 27

TASK: Plate cakes and pies.

STANDARD OF PERFORMANCE OF TASK:

One cake and one pie must be plated after being cut. The cake and the pie must be plated in the center of the dish in a neat and clean manner.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Cake
Pie
Utensils
Instructions

ENABLING OBJECTIVES:

1. Use serving utensils.
2. Identify portions needed.

RESOURCES:

1. Vocational-Technical Curriculum Laboratory, Rutgers. **Food Service.**

TEACHING ACTIVITIES:

1. Demonstrate plating a cake and a pie. Discuss necessary supplies and equipment needed.
2. Have students practice plating cakes and pies in the laboratory.
3. Have students make a list of do's and don't's for plating cakes and pies.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a situation to plate a cake and pie, the student will plate one precut cake and pie.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE 27 (Continued)

PERFORMANCE GUIDE:

1. Gather necessary supplies and utensils.
2. Plate the cake and pie.

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 28

TASK: Cut, trim and bone beef, lamb, pork or fish into prescribed portions for steaks, chops, and fillets.

STANDARD OF PERFORMANCE OF TASK:

Specific cuts of meat must be trimmed to proper portions for steaks, chops or fillets.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Cuts of meat
Cutlery
Instructions

ENABLING OBJECTIVES:

1. Identify desired serving portions in meat dishes.
2. Knowledge of knife safety procedures.

RESOURCES:

1. Haines. **Food Preparation for Hotels, Restaurants and Cafeterias,** p. 432.
2. Cornelius. **Food Service Careers,** p. 120.
3. Ray and Dondi. **Professional Cooking and Baking,** pp. 91-98.

TEACHING ACTIVITIES:

1. Display and discuss charts of meat cuts.
2. Discuss appropriate equipment and supplies used for cutting, trimming, and boning.
3. Describe and discuss safety and sanitation practices in the use of knives.
4. Have students locate two types of knives needed for trimming, boning and portioning, they should practice grasping and handling them, using safety procedures.
5. Invite a meat cutter to the class to demonstrate meat cutting, boning and trimming.
6. Display a variety of meat cuts for students to identify.

PERFORMANCE OBJECTIVE 28 (CONTINUED)

CRITERION REFERENCED MEASURE:

Practical Application:

Given the appropriate meats, the student will cut, trim, and bone steaks, chops and fillets.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 28 EVALUATION

PERFORMANCE TEST FOR CUT, TRIM AND BONE BEEF, LAMB, PORK OR FISH INTO PRESCRIBED PORTIONS FOR STEAKS, CHOPS, AND FILLETS

Student's Name ______________________ **Date** __________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered necessary supplies and equipment.	______	______
2. Selected the correct tools for each task.	______	______
3. Used the equipment according to established standards.	______	______
4. Practiced safety procedures.	______	______
5. Trimmed the meat.	______	______
6. Boned the meat.	______	______
7. Cut the steak.	______	______
8. Cut the chops.	______	______
9. Filleted the meat.	______	______
10. Cleaned up following activity.	______	______
11. Used proper sanitary procedures.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature ______________________ **Date** __________

DUTY: PREPARING FOODS FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 29

TASK: Dish desserts.

STANDARD OF PERFORMANCE OF TASK:

At least five each of the following desserts must be dished: pudding, gelatin, and fruit. Each must be dished so as to retain good form and appearance, as judged by the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Dessert dishes
Serving utensils
Instructions.

ENABLING OBJECTIVES:

1. Use portioning and serving utensils.
2. Identify serving portions needed for desserts and salads.

RESOURCES:

1. Curriculum Laboratory, Rutgers. **Food Service.**

TEACHING ACTIVITIES:

1. Discuss portion control and appropriate utensils needed.
2. Demonstrate how to serve pudding, gelatin and fruit.
3. Have students collect magazine pictures of desserts and tell how each was dished.
4. Prepare a display of dishing utensils and have students tell what food would be dished with each.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a situation to dish desserts, the student will dish at least five of each of the following desserts: pudding, gelatin, and fruit.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE 29 (Continued)

PERFORMANCE GUIDE:

1. Obtain necessary dishes and serving utensils.
2. Dish desserts according to set standards.

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 30

TASK: Make sandwiches.

STANDARD OF PERFORMANCE OF TASK:

Three types of sandwiches must be prepared: cold, toasted and grilled.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Bread and sandwich ingredients
Kitchen utensils and equipment.

ENABLING OBJECTIVES:

1. Use scoop, spreader, broiler, grill.
2. Identify portions needed for sandwiches.

RESOURCES:

1. Ray and Lewis. **Exploring Professional Cooking,** pp. 187-197.
2. Filmstrip: "Sandwiches: Hot and Cold." Prentice-Hall Media.
3. Curriculum Laboratory -- Rutgers. **Food Service.**

TEACHING ACTIVITIES:

1. Discuss sandwich types, various filings, tools, and equipment needed to prepare.
2. Demonstrate preparation of cold, toasted, and grilled sandwiches.
3. Visit the school cafeteria when they are preparing sandwiches and discuss preparation techniques.
4. Show and discuss filmstrip "Sandwiches: Hot and Cold," from Prentice-Hall Media.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, necessary ingredients, and equipment, the student will prepare the following types of sandwiches: cold, toasted, and grilled. A standardized product should result.

PERFORMANCE OBJECTIVE 30 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Gather supplies and ingredients.
2. Prepare ingredients.
3. Apply ingredients to bread.

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 31

TASK: Fill containers with ice and pour beverage.

STANDARD OF PERFORMANCE OF TASK:

Ten glasses must be filled from a pitcher of beverage, using good sanitary practices. Good sanitary practices must be used.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Ten glasses
One pitcher of beverage
General instructions.

ENABLING OBJECTIVES:

1. Identify portions for liquids.
2. Identify correct sanitary methods for handling liquids.
3. Knowledge of measurements.

RESOURCES:

1. Curriculum Laboratory, Rutgers. **Food Service,** pp. 98-99.

TEACHING ACTIVITIES:

1. Demonstrate proper technique to fill glass with ice and pour beverage while discussing necessary supplies.
2. Gather all sizes and types of glasses and cups in foods laboratory and determine amount of liquid each will hold and for which type of beverage each would be used.
3. Assign students to practice filling glasses with ice and water.

CRITERION REFERENCED MEASURE:

Practical Application:

Given ten glass containers and a pitcher of beverage, the student will fill containers 1/2 full of ice and then pour the beverage into the glasses.

PERFORMANCE OBJECTIVE 31 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Gather supplies and containers.
2. Place containers near ice.
3. Fill containers with ice.
4. Pour beverage to within 1/2 inch of top of glasses.

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 32

TASK: Prepare dehydrated or concentrated foods.

STANDARD OF PERFORMANCE OF TASK:

Three dishes using dehydrated foods must be prepared by using standardized recipes.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Dehydrated foods
Standard recipes

ENABLING OBJECTIVES:

1. Measure liquids and seasoning.
2. Identify procedures in preparing dried/concentrated foods.

RESOURCES:

1. Koistaluk and Kopan. **Food for Today,** pp. 335, 342.

TEACHING ACTIVITIES:

1. Discuss dehydrated foods and their uses.
2. Demonstrate preparation of a dehydrated food and discuss necessary supplies and equipment.
3. Have students visit a supermarket and find and list ten dehydrated foods.
4. Discuss and compare texture, color, and flavor.
5. Prepare a display of one rehydrated and the same food prepared fresh. Have students evaluate and compare.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a situation in which a dehydrated food must be prepared, the student will prepare a dehydrated food.

Method of Evaluating Practical Application:

Observation by instructor using the checklist. All items must be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE 32 EVALUATION

PERFORMANCE TEST FOR PREPARING DEHYDRATED OR CONCENTRATED FOODS

Student's Name ________________________________ Date

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered supplies and equipment.	______	______
2. Placed cold or warm water in pot.	______	______
3. Rehydrated food for appropriate time.	______	______
4. Added appropriate seasoning.	______	______
5. Cooked (if necessary).	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature ________________________________ Date

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 33

TASK: Season and bread meats, seafood, and fowl for baking, roasting, broiling, and frying. Meat must be breaded so that the breading will completely cover entire surface area for even browning.

STANDARD OF PERFORMANCE OF TASK:

One dish each of meat, seafood and fowl must be seasoned and breaded so that the breading allows for even browning on the dish.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Breading and seasoning ingredients
Meat dishes.

ENABLING OBJECTIVES:

1. Read and interpret recipes.
2. Recognize appropriate breading for various types of meats.
3. Use necessary supplies and equipment.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 194-195.
2. Haines. **Food Preparation for Hotels, Restaurants and Cafeterias,** pp. 439, 482.

TEACHING ACTIVITIES:

1. Discuss with students the reasons for breading.
2. Demonstrate the breading technique.
3. Have a display of different seasonings to discuss and sample.
4. Have students practice breading procedure.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe per meat type, equipment, supplies, and food items, the student will season and bread one dish each of meat, seafood and fowl.

PERFORMANCE OBJECTIVE 33 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Gather supplies, equipment and needed food items.
2. Season meat as required per type.
3. Dip meat, seafood, or fowl in bread crumbs or flour.
4. Dip meat, seafood, or fowl in beaten egg.
5. Dip each meat, seafood, or fowl again in fine bread crumbs.

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE 34

TASK: Spread icings on cakes.

STANDARD OF PERFORMANCE OF TASK:

Three types of cake icings should be applied: butter cream, boiled and fondant. The icings should be smoothly applied with no gaps showing.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Three types of icing: butter cream, boiled and fondant
Three cakes that need icing

ENABLING OBJECTIVE:

1. Identify utensils needed for spreading icings.

RESOURCE:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 385-387.

TEACHING ACTIVITIES:

1. Discuss the types of cake icings.
2. Discuss the reasons for icing a cake.
3. Demonstrate with utensils the techniques for applying icing.
4. Take students to observe the icing of cakes in the school cafeteria or other food service facility.
5. Have students practice applying icing on upside-down cake pans.

CRITERION REFERENCED MEASURE:

Practical Application:

Given three cakes that need icing, the student will spread icing on them.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Gather supplies and equipment.
2. Trim ragged edges from cakes and shape cakes as required.
3. Brush away all crumbs before icing cakes.
4. Spread icings on cakes, frosting sides first, then tops.

DUTY: PREPARING FOOD FOR COOKING OR SERVING

PERFORMANCE OBJECTIVE V-TECS 35

TASK: Trim, cut, and shred fruits and vegetables.

STANDARD OF PERFORMANCE OF TASK:

One each of the following must be correctly trimmed, cut, and shredded: carrot, onion, potato and apple. Each item must be correctly prepared by two means of cutting/shredding, hand and machine.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Fruits and vegetables
Cutlery
Instructions

ENABLING OBJECTIVES:

1. Knowledge of safety practices in using cutting machines and utensils.
2. Identify types of uses for finished vegetables/fruits.

RESOURCE:

1. Kowtaluk. **Discovering Food,** (Revised), Chapters 21 and 22.

TEACHING ACTIVITIES:

1. Discuss trimming, cutting and shredding of various fruits and vegetables and when and why the different techniques are used.
2. Show pictures on opaque projector of fruits and vegetables that have been trimmed, cut and/or shredded and discuss.
3. Demonstrate and discuss the safe use of food chopper and vertical cutter.
4. Have students practice using machines.

CRITERION REFERENCED MEASURE:

Practical Application:

Given the necessary food items, supplies, and equipment, the student will trim, cut and shred one each of the following fruits and vegetables: carrot, onion, potato and apple.

PERFORMANCE OBJECTIVE 35 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Gather supplies and equipment.
2. Trim fruits and vegetables.
3. Shred fruits and vegetables.
4. Cut fruits and vegetables.

DUTY: PREPARING FOOD FOR COOKING AND SERVING

PERFORMANCE OBJECTIVE V-TECS 36

TASK: Wrap foods for baking.

STANDARD OF PERFORMANCE OF TASK:

Three different foods must be wrapped in foil for baking.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Foil
Foods for baking
Instructions

ENABLING OBJECTIVES:

1. Ability to follow directions.

RESOURCES:

1. Kowtaluk and Kopan. **Food for Today,** pp. 225-226.
2. Medved. **The World of Food,** pp. 496-498.

TEACHING ACTIVITIES:

1. Describe and discuss the reasons for wrapping foods.
2. Pass out to students at least three types of wrapping materials commonly used in baking foods.
3. Describe the types of foods most suitable for wrapping.
4. Demonstrate how foods should be wrapped and baked.

CRITERION REFERENCED MEASURE:

Practical Application:

Using material given, the student will wrap at least three different types of foods for baking.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 36 EVALUATION

PERFORMANCE TEST FOR WRAPPING FOODS FOR BAKING

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Used proper supplies and food items.		
2. Used only the necessary amount of wrap for each particular food.		
3. Placed shiny side of foil to the inside.		
4. Covered entire area of food.		
5. Wrapped food neatly.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

COOKING FOOD

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 37

TASK: Brew tea.

STANDARD OF PERFORMANCE OF TASK:

Two types of tea must be prepared , one by bulk tea and one by tea bags.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Bulk tea
Tea bags
Utensils
Instructions.

ENABLING OBJECTIVES:

1. Identify portions for ingredients.
2. Measure liquid and dry ingredients.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 458-460.
2. Ray and Lewis. **Exploring Professional Cooking,** pp. 322-323.
3. Lewis, Peckham and Hovey. **Family Meals and Hospitality,** pp. 243-245.

TEACHING ACTIVITIES:

1. Discuss steps in making tea.
2. Discuss and demonstrate proper measurement of bulk tea and tea bags.
3. Locate utensils for making tea within the department.
4. Take a field trip to a restaurant to observe methods and equipment used in preparing tea (can be combined with other purposes).

CRITERION REFERENCED MEASURE:

Practical Application:

Using the two types of tea provided by the instructor, the student will prepare tea.

Method of Evaluating Practical Application:

Observation by instructor using the attached checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 37 EVALUATION

PERFORMANCE TEST FOR BREWING TEA

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered equipment and utensils.		
2. Measured required amount of tea.		
3. Rinsed container with hot water.		
4. Placed tea in container.		
5. Poured freshly boiled water over tea.		
6. Steeped tea three to five minutes.		
7. Strained tea.		

APPROVED: Yes _______ No _______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 38

TASK: Cook cereal.

STANDARD OF PERFORMANCE OF TASK:

Two types of cooked cereal must be cooked. The cereals should only be stirred enough to prevent lumping, but not enough to break cereal into smaller pieces or cause a gummy product.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Two types of cereal
Cooking utensils.

ENABLING OBJECTIVES:

1. Identify correct cooking times for cereal.
2. Identify portions needed for cereal.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 259-263.
2. Newberry and Fisher. **The Food Book,** pp. 208-220.

TEACHING ACTIVITIES:

1. Outline two methods of cooking cereals.
2. List three qualities of properly cooked cereals.
3. Describe dietary benefits of oatmeal.

CRITERION REFERENCED MEASURE:

Practical Application:

Given flaked or whole grain cereal, a standardized recipe for each cereal, equipment, and supplies, prepare two different types of cereal.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 38 EVALUATION

PERFORMANCE TEST FOR COOKING CEREAL

____
Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Cereal was free of lumps.	________	________
2. It was not over-stirred.	________	________
3. It was not gummy or mushy.	________	________
4. It had desired color and consisted of correct proportion of cereal and water.	________	________
5. Cereal was cooked correct length of time.	________	________

APPROVED: Yes ______ No _______

____
Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 39

TASK: Cook eggs by simmering.

STANDARD OF PERFORMANCE OF TASK:

Three eggs must be prepared by simmering to the hard-cooked stage; standards of performance are to be set by instructor. The whites should be glossy-white and firm. The yolks should be uniformly coagulated (bright yellow or orange-yellow color without any dark color on the outside of the yolk). The eggs must be tender and have a pleasing flavor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Three eggs
Cooking utensils.

ENABLING OBJECTIVES:

1. Identify cooking utensils needed for simmering.
2. Identify the term simmering.
3. Identify an egg that has been simmered.

RESOURCES:

1. Haines. **Food Preparation for Hotels, Restaurants and Cafeterias,** pp. 71-74.

TEACHING ACTIVITIES:

1. View a demonstration on simmering an egg by the instructor.
2. Interview a restaurant worker to find out how they simmer their eggs.
3. Given a recipe, simmer eggs according to the instructions given.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, supplies, and eggs, the student will prepare three eggs by simmering to the hard-cooked stage.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE V-TECS 39 (Continued)

PERFORMANCE GUIDE:

1. Gather needed supplies and equipment.
2. Place eggs in sauce pan.
3. Cover eggs in a sauce pan with water.
4. Heat to boiling.
5. Remove from heat. Cover tightly, and let stand for 15 minutes.
6. Cool in cold running water.
7. Remove from shell.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 40

TASK: Cook eggs by frying.

STANDARD OF PERFORMANCE OF TASK:

Two eggs should be cooked by frying country style.
The eggs should be shiny, soft with no hard edges, and tender, not tough or rubbery.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Two eggs
Cooking oil
Utensils and grill

ENABLING OBJECTIVES:

1. Identify safety procedures in using grease.
2. Use cooking utensils and equipment.
3. Identify the term frying.
4. Identify an egg that has been fried.

RESOURCES:

1. Haines. **Food Preparation for Hotels, Restaurants and Cafeterias,** pp. 71-74.
2. Newberry and Fisher. **The Food Book,** p. 181.

LEARNING ACTIVITIES:

1. Discuss seven rules to follow when frying eggs on the grill.
2. Explain the terms sunny-side-up, over-easy, hard fried and basted.
3. Observe and take notes on instruction on egg frying.
4. Demonstrate frying eggs.
5. Assign students to practice cooking fried eggs.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, supplies, equipment, and eggs, prepare two eggs by frying country style. The egg should be shiny, soft with no hard edges, and tender, not tough or rubbery.

PERFORMANCE OBJECTIVE 40 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Gather supplies and equipment.
2. Place one or two tablespoons of fat in the frying pan.
3. Heat fat until a drop of water sizzles when added.
4. Break egg in separate container.
5. Place egg into fry pan.
6. Cook three to four minutes, basting and turning if desired.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 41

TASK: Cook eggs by poaching.

STANDARD OF PERFORMANCE OF TASK:

Two eggs must be cooked by poaching, using a standardized recipe and utensils.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Two eggs
Utensils and stove

ENABLING OBJECTIVES:

1. Use cooking utensils and equipment.
2. Explain how to pach an egg.
3. Identify a poached egg by sight.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 238-239.
2. Haines. **Food Preparation for Hotels, Restaurants and Cafeterias,** pp. 71-74.
3. Newberry and Fisher. **The Food Book,** p. 181.

TEACHING ACTIVITIES:

1. Explain the term "poaching."
2. Demonstrate both methods used in poaching eggs.
3. Poach eggs by two methods.
4. Describe the effect vinegar has on egg whites in poaching.

CRITERION REFERENCED MEASURE:

Practical Application:

Using a given recipe, the student will poach eggs.

Method of Evaluating Practical Application:

Observation by instructor using the attached checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 41 EVALUATION

PERFORMANCE TEST FOR COOKING EGGS BY POACHING

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Collected eggs and cooking utensils.	______	______
2. Broke eggs and correctly placed in pan.	______	______
3. Cooked eggs by correct time.	______	______
4. Drained and served poached eggs.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 42

TASK: Cook eggs by scrambling.

STANDARD OF PERFORMANCE OF TASK:

Two dishes of scrambled eggs must be prepared. The eggs should be bright and clear with a soft sheen, and a uniform, pale color with no evidence of browning. The eggs should be tender, moist, and delicate in texture, not hard, dry, powdery or watery.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Eggs and milk/cream
Cooking utensils
Salt and pepper

ENABLING OBJECTIVES:

1. Use cooking utensils.
2. Identify a scrambled soft egg and a hard scrambled egg.
3. Explain how to scramble an egg.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 238-239.
2. Haines. **Food Preparation and Hotels, Restaurants and Cafeterias,** pp. 71- 74.
3. Newberry and Fisher. **The Food Book,** p. 181.

TEACHING ACTIVITIES:

1. Assign students to interview a fast food worker and find out how they purchase and prepare their eggs.
2. Demonstrate two ways to scramble eggs.
3. Assign students to practice scrambling eggs.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, equipment, supplies, and eggs, the student will prepare two dishes of scrambled eggs.

PERFORMANCE OBJECTIVE 42 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Gather equipment and supplies.
2. Break eggs.
3. Mix eggs with milk or cream (about 2 tablespoons per egg).
4. Season eggs with salt and pepper.
5. Put eggs into heated, greased skillet.
6. Cook slowly, stirring constantly, for smaller morsels; stir only occasionally for larger morsels of scrambled eggs.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 43

TASK: Cook meat, fish, and fowl by baking or roasting.

STANDARD OF PERFORMANCE OF TASK:

One dish each of meat, fish and fowl must be prepared by oven roasting or baking. The meat and fowl should be of good flavor and pleasing appearance. The texture should be moist, not dry, with firmness consistent with doneness, as well as being tender, without excess of grease or oil. Color should be natural to the meat, cooking, and degree of doneness. The roasted exteriors of the meat and fowl should be crisp, not dry or tough. Fish must be moist, flake easily, taste fresh, and have pleasing color.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Cooking utensils
Food items -- meat, fish and fowl
Standard recipes.

ENABLING OBJECTIVES:

1. Use cooking utensils and equipment.
2. Identify portions needed for recipes/menus.
3. Identify procedures in the use of ovens.
4. Explain the terms baking and roasting as used with meat, fish and fowl.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 183-185, 208.
2. Newberry and Fisher. **The Food Book,** pp. 166-178.
3. Kowtaluk and Kopan. **Food for Today,** Chapters 23-25.

TEACHING ACTIVITIES:

1. Discuss with class the advantages of baking various cuts of meat.
2. Demonstrate to class the proper preparation of fowl for baking.
3. Discuss various sanitation techniques necessary in the preparation of meats.
4. Review safety measures needed in using knives and other cutlery.
5. Demonstrate the appropriate method of using a meat thermometer.

PERFORMANCE OBJECTIVE 43 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given processed food items, proper equipment, supplies, and standardized recipes, the student will prepare one dish of meat, fish, and fowl by oven roasting or baking.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 43 EVALUATION

PERFORMANCE TEST FOR COOKING MEAT, FISH AND FOWL BY BAKING OR ROASTING

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Collected utensils and supplies.	______	______
2.	Cleaned meat; seasoned it as required.	______	______
3.	Placed meat in baking/roasting dish.	______	______
4.	Placed in preheated oven.	______	______
5.	Cooked the meat until done at the appropriate temperature.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 44

TASK: Cook meats, fish and fowl by barbecuing.

STANDARD OF PERFORMANCE OF TASK:

One dish each of meat, fish and fowl must be prepared by barbecuing each in an oven. After barbecuing, the meat and fowl must be juicy, tender, taste fresh and have a pleasing outside appearance. The fish must possess all of the above characteristics, plus being flaky.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Meat and ingredients to be barbecued
Standardized recipes for meat, fish, and fowl
Barbecuing supplies and equipment.

ENABLING OBJECTIVES:

1. Identify and use barbecue utensils and equipment.
2. Identify safe procedures in using ovens.
3. Identify grades of meat used for barbecures.

RESOURCES:

1. Haines. **Food Preparation for Hotels, Restaurant and Cafeterias,** pp. 379-391.
2. Ray and Dondi. **Professional Cooking and Baking,** p. 101.

TEACHING ACTIVITIES:

1. Discuss with class the various types of barbecue sauces used in our country.
2. Assign students to bring their favorite barbecue sauces to class; students should exchange and discuss differences.
3. Describe and discuss various types of grills used in restaurants for barbecues.
4. If possible, arrange for a field trip to a local barbecue restaurant to observe its facilities.

PERFORMANCE OBJECTIVE 44 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, equipment and necessary supplies, the student will barbecued in the oven one dish each of meat, fish and fowl.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 44 EVALUATION

PERFORMANCE TEST FOR COOKING MEAT, FISH AND FOWL BY BARBECUING

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Selected meat for cooking.	______	______
2. Prepared and seasoned meat; applied barbecue sauce.	______	______
3. Cooked meat until done.	______	______
4. Removed from oven.	______	______
5. Meat should be tender and moist with a pleasing outside appearance.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 45

TASK: Cook meats, seafood, and fowl by braising.

STANDARD OF PERFORMANCE OF TASK:

One dish each of meat, seafood and fowl must be prepared by braising. The meat must be tender and juicy and have an attractive brown color.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Necessary meat and ingredients
Equipment and supplies
Standardized recipes.

ENABLING OBJECTIVES:

1. Use braising utensils
2. Explain the term braising
3. Identify various grades of meat.

RESOURCES:

1. Lewis, Pechman, and Hovey. **Family Meals and Hospitality,** pp. 271-275.
2. Ray and Dondi. **Professional Cooking and Baking,** pp. 197-198.
3. Kowtaluk and Kopan. **Food for Today,** pp. 362 and 378.

TEACHING ACTIVITIES:

1. Describe and discuss with class what is meant by braising.
2. Describe and discuss the various types of sauces used in braising meats.
3. Describe and discuss the various types of condiments used in braising.

CRITERION REFERENCED MEASURE:

Practical Application:

Given the necessary processed meats, seafood, and fowl, proper equipment, necessary supplies and a standardized recipe, the student will prepare one dish each of beef, seafood, and fowl by braising.

PERFORMANCE OBJECTIVE 45 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 45 EVALUATION

PERFORMANCE TEST FOR COOKING MEAT, SEAFOOD AND FOWL BY BRAISING

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Collected ingredients and utensils to use in cooking meat.	_____	_____
2. Marinated meat, per recipe.	_____	_____
3. Browned meat on all sides.	_____	_____
4. Covered meat and cooked till done.	_____	_____

APPROVED: Yes _____ No _____

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 46

TASK: Cook meats, fish and fowl by broiling.

STANDARD OF PERFORMANCE OF TASK:

One dish each of meat, fish and fowl must be prepared by oven broiling. The meat and fowl should be of good flavor and pleasing appearance. The texture should be moist, not dry, with firmness consistent with doneness. The meat and fowl should be tender, without excess of grease or oil; color should be natural to the meat, cooking, and degree of doneness. The exterior of meat and fowl should be evenly browned, juicy and glossy in appearance. Fish must be moist, flake easily, taste fresh and have a pleasing color.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Meat items and ingredients
A standardized recipe for each dish
Cooking equipment and utensils.

ENABLING OBJECTIVES:

1. Identify term oven broiling.
2. Identify safety procedures in using ovens.
3. Identify grades of meat.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 188-190.
2. Haines. **Food Preparation for Hotels, Restaurants and Cafeterias,** pp. 50-51 and 484-485.
3. Lewis, Peckhman and Hovey. **Family Meals and Hospitality,** pp. 268-270, 289, 298.

TEACHING ACTIVITIES:

1. Describe and discuss the types of meat cuts that are best suited to broiling.
2. List and describe the broiling timetable charts for each type of meat.
3. Demonstrate correct techniques by broiling a rib eye steak.
4. Assign students to learn the various degrees of meat categories: rare, medium, well-done, etc.
5. Review safety procedures to be used in broiling meats.
6. Discussed dietary advantages of fish and fowl meats.

PERFORMANCE OBJECTIVE V-TECS 46 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given processed food items, proper equipment, supplies and a standardized recipe, the student will prepare one meat, fish, and fowl dish by oven broiling.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Gather supplies and equipment.
2. Turn flame or heat to highest point.
3. Marinate item in oil and season if required.
4. Place item on hot broiler.
5. Broil until top of item is brown.
6. Turn food and continue to brown second side.
7. Remove from oven.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 47

TASK: Cook meat, fish, and fowl by frying.

STANDARD OF PERFORMANCE OF TASK:

One dish each of meat, fish and fowl must be prepared by frying.The fish must be moist, flake easily, taste fresh, and have a crisp golden brown outer covering. The meat should be fried to produce a moist, fresh-tasting and crisp outer coating.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Standard recipe
Meat, fish, fowl
Frying utensils.

ENABLING OBJECTIVES:

1. Identify safety measures used in handling hot grease.
2. Explain the term frying.
3. Identify steps in frying.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 192-193 and 211-213.
2. Newberry and Fisher. **The Food Book,** p. 126.
3. Haines. **Food Preparation for Hotels, Restaurants and Cafeterias,** pp. 52-53.

TEACHING ACTIVITIES:

1. Study chart on deep-fat frying temperatures and times.
2. The instructor will demonstrate the operation of the deep-fat fryer.
3. Practice operating a deep-fat fryer. Filter fat, using various methods.
4. Observe a demonstration of panfrying by a food service employee.
5. Deep fry four chickens or thirty-two pieces.
6. Pan fry fish.

PERFORMANCE OBJECTIVE V-TECS 47 (Continued)

CRITERION REFERENCED MEASURE;

Practical Application:

Given meat, fish, and fowl processed for cooking, the necessary equipment, and a standardized recipe for each method, the student will prepare each by frying.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Gather supplies and equipment.
2. Season meat.
3. Measure shortening.
4. Place shortening in utensil.
5. Heat shortening to desired temperature for specified meat.
6. Place prepared meat, fish, and fowl in utensil for frying.
7. Fry required length of time.
8. Remove pieces of breading or crumbs as they come loose in the fat.
9. Remove fried foods from utensil.
10. Drain food on paper towels.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 48

TASK: Cook meats, seafood, and fowl by stewing and steaming.

STANDARD OF PERFORMANCE OF TASK:

One meat, seafood and fowl dish each must be prepared by both stewing and steaming. The meat should be tender and juicy, not stringy, and should hold its shape and not fall apart. A rich gloss should appear on the meat surfaces, and meat should be uniform, even, symmetrical, and attractive as judged by the instructor.

SOURCE OF STANDARD:

Writing team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Meat
Seafood
Fowl
Cooking utensils
Supplies

ENABLING OBJECTIVES:

1. Identify terms 'stewing' and 'steaming.'
2. Use cooking utensils and equipment.

RESOURCES:

1. Haines. **Food Preparation for Hotels, Restaurants and Cafeterias,** pp. 362-489.
2. White. **Food and Your Future,** p. 176.
3. Ray and Dondi. **Professional Cooking and Baking,** pp. 198-199.

TEACHING ACTIVITIES:

1. Assign students to cut stew beef pieces.
2. Observe a school lunchroom employee prepare a meat or meat dish in a steam-jacketed kettle.
3. Assign students to look in recipe books to find recipes for meat that may be steamed. Read and discuss how to use these recipes.
4. Cook meat by using the steam kettle.

CRITERION REFERENCED MEASURE:

Practical Application:

Given the necessary processed seafood, fowl and other meat, proper equipment, necessary supplies, and a standardized recipe per method, the student will prepare at least one dish each of meat, seafood and fowl by stewing and steaming.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor. The student self check may be used as a classroom exercise.

PERFORMANCE GUIDE:

1. Gather supplies and equipment.
2. Season meats.
3. Add liquid required by method.
4. Place in proper cooking utensil.
5. Cook until desired doneness.
6. Remove from heat.

Student Self-Check

STEWING MEATS

Read the following questions. Circle the letter of each phrase which makes the statement true. Check your answers with those at the bottom of the page.

1. Stewing is a method of cooking which is desirable for:
    a. Less tender cuts of meat
    b. Tender cuts of meat
    c. Either of the above.
2. Vegetables may be cooked with meat by adding them:
    a. At the same time you start cooking the meat
    b. When the meat is almost done
    c. After the meat is completely done.
3. Stew may be prepared:
    a. In a heavy pan in the oven
    b. In a pot on the stove
    c. In a steam kettle
    d. In any of the above.
4. Stewing requires the use of:
    a. Low heat
    b. High heat
    c. Either of the above.

Answers:

1. (c)
2. (b)
3. (b)
4. (a)

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 49

TASK: Cook vegetables and fruits by baking.

STANDARD OF PERFORMANCE OF TASK:

A minimum of two vegetables and fruit dishes must be prepared by baking.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Fresh vegetables and fruits
Necessary baking equipment
Standardized recipe.

ENABLING OBJECTIVES:

1. Identify cooking times for baking vegetables.
2. Identify safety procedures needing in using ovens.
3. Identify fruits suitable for baking.

RESOURCES:

1. Kowtaluk and Kopan. **Food for Today,** pp. 294-295 and 298-314.
2. Newberry and Fisher. **The Food Book,** pp. 200-212.
3. Ray and Dondi. **Professional Cooking and Baking,** pp. 248-249, 253-254, and 406.

TEACHING ACTIVITIES:

1. Discuss how to bake potatoes in conventional and microwave ovens.
2. Describe how to cook broccoli casserole.
3. Demonstrate how to prepare apple crisp.

CRITERION REFERENCED MEASURE:

Practical Application:

Following a recipe, the student will prepare cherry crisp and bake some apples.

Method of Evaluating Practical Application:

The instructor will use the checklist to evaluate the student's work. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 49 EVALUATION

PERFORMANCE TEST FOR COOKING VEGETABLES AND FRUITS BY BAKING

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Collected food items and utensils.	________	________
2. Washed and prepared fruits or vegetables.	________	________
3. Placed fruits or vegetables in cooking dish.	________	________
4. Baked until done, per recipe.	________	________

APPROVED: Yes _____ No ______

Evaluator's Signature **Date**

Student Self-Check

SELECTING AND PREPARING BAKED POTATOES

1. List the five characteristics of a potato that is suitable for baking.
   a.
   b.
   c.
   d.
   e.
2. Give the five steps in preparing a potato for baking:
   a.
   b.
   c.
   d.
   e.
3. A potato requires approximately ____________ of baking time.
4. Describe how to test the potato for doneness:
5. Why should a slit be made in a baked potato as soon as it comes out of the oven?

After you have finished, compare your answers with the ones given at the bottom of the page.

Answers:

1. (a) mature
   (b) uniform in size
   (c) firm
   (d) have shallow eyes
   (e) no sprouts or green spots.
2. (a) wash
   (b) remove blemishes
   (c) dry
   (d) brush with oil
   (e) prick the skins.
3. one hour
4. Hold the potato in a clean towel and press gently on the potato.
5. To allow the steam to escape.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 50

TASK: Cook vegetables by boiling, simmering and steaming.

STANDARD OF PERFORMANCE OF TASK:

A minimum of one vegetable dish must be prepared by each of the following methods: boiling, simmering and steaming.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Recipes
Cooking utensils
Supplies
Vegetables and ingredients

ENABLING OBJECTIVES:

1. Identify terms boiling, simmering and steaming.
2. Use cooking utensils and equipment.

RESOURCES:

1. Kowtaluk and Kopan. **Food for Today,** pp. 306-308.
2. Ray and Dondi. **Professional Cooking and Baking,** pp. 246-248.
3. Haines. **Food preparation for Hotels, Restaurants and Cafeterias,** pp. 53-59.
4. Katchevon. **Food Service Planning,** pp. 350-352.
5. Ray and Lewis. **Explaining Professional Cooking,** p. 241.

TEACHING ACTIVITIES:

1. Demonstrate the use of the vegetable peeler and mixers.
2. Conduct a demonstration of the steamer.
3. Show how to steam broccoli.
4. Show how to simmer apples.
5. Show how to boil spinach.
6. Describe and discuss safety measures in using peelers, mixers and steamers.

PERFORMANCE OBJECTIVE V-TECS 50 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given necessary equipment, supplies, and vegetables (fresh, frozen, canned or dehydrated as selected by the instructor), plus standardized recipes for boiling, simmering, and steaming vegetables, the student will prepare a minimum of one vegetable dish using each method.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 50 EVALUATION

PERFORMANCE TEST FOR COOKING VEGETABLES BY BOILING, SIMMERING AND STEAMING

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
Exterior Appearance:		
1. Consisted of regular, unbroken, even-shaped pieces.	____	____
2. Consisted of correct size.	____	____
3. Had good color, was bright, even, clear, fresh; not dull, pale or muddy.	____	____
4. Contained proper moisture; not dry, watery, or shriveled.	____	____
Interior:		
5. Item had good texture and color.	____	____
Palatability:		
6. Had cooked flavor that was pleasant and true; not raw or strong; well-seasoned, not burned.	____	____
Portion:		
7. Served adequate portion in attractive setting.	____	____

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

Student Self-Check

COOKING FRUITS AND VEGETABLES BY MOIST HEAT

Directions: Answer the following questions and check your answers with those at the end of this Self-Check.

1. Define:
   a. Boiling
   b. Simmering
   c. Steaming
2. How long should fruit be cooked?
3. Why is it necessary to wash the fruit before cooking?
4. Why should apples and citrus fruits be dried?
5. How should apples and citrus fruits be washed?
6. Why should fruits be cooked with the skin on when possible?
7. What kind of utensil would you use for boiling or simmering?
8. What kind of pan would you use for steaming?
9. Why do dried fruits such as prunes and raisins sometimes need to be soaked in hot water for a short time?

Answers:

1. (a) To cook in liquid in which bubbles rise constantly and break on surface.
   (b) To cook in a liquid which is kept below the boiling point.
   (c) To cook covered, over boiling water, with or without pressure.
2. Only until tender.
3. They are dirty, dusty and handled by many people. Most have been sprayed.
4. Spoilage speeds up after wetting.
5. Rubbed under running water.
6. To preserve nutrients.
7. Covered sauce pan or kettle.
8. A steamer or a kettle with rack or perforated basket.
9. To replace the moisture lost during drying.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 51

TASK: Cook fruits by boiling, simmering and steaming.

STANDARD OF PERFORMANCE OF TASK:

A minimum of one fruit dish must be prepared by each of the following methods: boiling, simmering and steaming. The cooked fruits must maintain good color, flavor and aroma; their textures should be firm, moist and tender.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Cooking utensils, supplies, fruits and recipes, prepare one fruit dish each by boiling, simmering and steaming.

ENABLING OBJECTIVES:

1. Identify cooking times for fruits.
2. Use utensils and equipment.

RESOURCES:

1. Largen. **Guide To Good Food,** pp. 368-370.

TEACHING ACTIVITIES:

1. Using a recipe, the students will prepare deviled cauliflower.
2. Using the recipe, the students will boil carrots.
3. The instructor will demonstrate how to simmer one pound of potatoes.

CRITERION REFERENCED MEASURE:

Practical Application:

Given necessary equipment, supplies, and fruits (fresh, frozen, canned, or dehydrated as selected by the instructor) plus standardized recipes for boiling, simmering, and steaming fruits, the student will prepare a minimum of one fruit dish using each method.

Method of Evaluating Practical Aplication:

Evaluation is observation by instructor using checklist. All items should be rated satisfactory. Student Self-Checks I, II and III are provided for additional instruction.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 51 EVALUATION

PERFORMANCE TEST FOR COOKING FRUITS BY BOILING, SIMMERING AND STEAMING

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered supplies and utensils.		
2. Prepared fruits.		
3. Added sugar, liquid and seasoning to fruit.		
4. Cooked fruit for desired amount of time.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

Student Self-Check I

COOKING FRUITS AND VEGETABLES BY MOIST HEAT

Directions: Answer the following questions and check your answers with those at the end of this Self-Check.

1. Define:
    a. Boiling
    b. Simmering
    c. Steaming
2. How long should fruit be cooked?
3. Why is it necessary to wash the fruit before cooking?
4. Why should apples and citrus fruits be dried?
5. How should apples and citrus fruits be washed?
6. Why should fruits be cooked with the skin on when possible?
7. What kind of utensil would you use for boiling or simmering?
8. What kind of pan would you use for steaming?
9. Why do dried fruits such as prunes and raisins sometimes need to be soaked in hot water for a short time?

Answers:

1. (a) To cook in liquid in which bubbles rise constantly and break on surface.
   (b) To cook in a liquid which is kept below the boiling point.
   (c) To cook covered, over boiling water, with or without pressure.
2. Only until tender.
3. They are dirty, dusty and handled by many people. Most have also been sprayed.
4. Spoilage speeds up after wetting.
5. Rubbed under running water.
6. To preserve nutrients.
7. Covered sauce pan or kettle.
8. A steamer or a kettle with rack or perforated basket.
9. To replace the moisture lost during drying.

Student Self-Check II

FRUIT COOKERY AND EQUIPMENT

Directions: Answer the questions and check your answers with those on the bottom of the page.

1. If you were making apple sauce, by what method would you cook the apples?
2. When would you add sugar to the apple sauce? Why then?
3. Why should you use as little water as possible when cooking fruit?
4. What does the word "tenderized" mean on the label of dried fruit?
5. What is the difference between a steam cooker and a sauce pan?
6. Why is it necessary to cut fruit in uniform pieces?
7. How long should you cook fruit?
8. Why should fruit be washed?

Answers:

1. Simmering.
2. (a) When cooking is done.
   (b) Sugar would tend to cause the fruit to remain whole.
3. Retains vitamins and minerals.
4. Fruit has been partially precooked and does not require soaking.
5. A steam cooker has a rack or perforated basket and a sauce pan does not.
6. They will get done at the same time.
7. Until just tender.
8. They may be dusty and dirty and handled by many people. Most have also been sprayed.

Student Self-Check III

VEGETABLE QUIZ

1. Why should the outer, dirty leaves of vegetables be removed?
2. Why should vegetables be pared thin or scraped?
3. Why should vegetables be cooked immediately after preparation?
4. Why do you use as small amount of water as possible to cook vegetables?
5. Why is steaming a good way to prepare vegetables?
6. Why should vegetables not be cut in very small pieces?
7. Why should vegetables be cooked for the shortest time possible?
8. What temperature should the water be when starting frozen vegetables to cook?
9. How do you test vegetables for doneness if you are not cooking on an institutional steamer?

Answers:

1. Rids vegetables of bacteria and reduces cooking time.
2. Reduces loss of vitamins and minerals.
3. Reduces loss of vitamins and minerals.
4. Reduces loss of vitamins and minerals.
5. Reduces loss of nutrients.
6. Small pieces, lose more vitamins and minerals.
7. Overcooking results in a greater loss of nutrients.
8. Boiling.
9. Pierce them with a fork.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 52

TASK: Cook vegetables and fruits by broiling.

STANDARD OF PERFORMANCE OF TASK:

A minimum of two vegetables and fruit dishes must be prepared by broiling. Broiled fruits must possess good color, aroma, flavor, texture and appearance. Broiled vegetables must possess a good exterior appearance; be cut to correct size; have good, even color; and be bright, fresh-looking, and moist. The texture should be tender and slightly crisp, not woody or tough. The flavor should be pleasant, not raw, strong, or burned.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Cooking utensils and equipment
Vegetables and fruits
Seasoning if desired

ENABLING OBJECTIVES:

1. Identify cooking times for fruits and vegetables.
2. Identify safety procedures in using ovens.

RESOURCES:

Largen. **Guide To Good Food**, p. 370.

TEACHING ACTIVITIES:

1. Demonstrate how to broil vegetables.
2. Demonstrate to students how to broil two tomatoes.
3. Demonstrate to students how to broil a grapefruit.

CRITERION REFERENCED MEASURE:

Practical Application:

Given fresh vegetables and fruits, the necessary equipment, and a standardized recipe, the student will prepare a minimum of two vegetables and fruit dishes by broiling.

PERFORMANCE OBJECTIVE V-TECS 52 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE GUIDE:

1. Gather supplies needed for broiling.
2. Wash, trim, and dry vegetables and fruits, if necessary.
3. Season vegetables and fruits.
4. Plan on proper utensil.
5. Place in preheated oven at proper distance from broiler unit.
6. Broil until desired doneness.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 53

TASK: Cook vegetables and fruits by deep fat frying.

STANDARD OF PERFORMANCE OF TASK:

Two different fruits and vegetables must be deep fat fried. The fried foods should be firm, relatively free of fat, of good color, and taste fresh.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Fruits and vegetables
Cooking oil/fat
Cooking utensils and equipment

ENABLING OBJECTIVES:

1. Identify safe procedures in using cooking grease/oil.
2. Operate the deep fryer and utensils.
3. Explain how to fill the deep fry basket.

RESOURCES:

1. Newberry and Fisher. **The Food Book,** p. 126.
2. Kowtaluk and Kopan. **Food For Today,** pp. 265 and 362.

TEACHING ACTIVITIES:

1. Arrange for students to visit a fast food establishment to observe deep-fat frying.
2. Review safety measures used in deep fat frying.
3. Demonstrate how to filter used fat, using either of two methods.

CRITERION REFERENCED MEASURE:

Practical Application:

Given the necessary fruits and vegetables, proper equipment, ingredients, supplies, and standardized recipe, the student will deep fat fry at least two different fruits and vegetables selected by the instructor.

Method of Evaluating Practical Application:

Evaluation is observation by the instructor, using standards set by the instructor.

PERFORMANCE OBJECTIVE V-TECS 53 (Continued)

PERFORMANCE GUIDE:

1. Gather supplies and equipment.
2. Measure fat.
3. Place fat in deep fat fryer.
4. Heat fat to desired temperatue (usually 325° to 350°F).
5. Bread or batter food, if needed.
6. Place correct amount of food in fryer.
7. Fry to desired doneness for types of food and cut.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 54

TASK: Cook fruits and vegetables by glazing.

STANDARD OF PERFORMANCE OF TASK:

One fruit and one vegetable must be glazed by either cooking in the oven or on top of the range. Color and flavor standards are to be set by the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Food items — fruit, vegetable
Equipment and utensils
Glaze ingredients

ENABLING OBJECTIVES:

1. Identify cooking times for fruits and vegetables.
2. Explain the term glaze.
3. Use utensils and equipment.

RESOURCES:

1. Kowtaluk. **Discovering Food,** pp. 111-113 and 120-121.

LEARNING ACTIVITIES:

1. Assign students to work in small groups and practice glazing fruits and vegetables.
2. Assign students to prepare a caramel glaze.

CRITERION REFERENCED MEASURE:

Practical Application:

Given standardized recipes, necessary equipment, supplies and food items, the student will glaze one fruit and one vegetable by either cooking in the oven or on top of the range.

PERFORMANCE OBJECTIVE V-TECS 54 (Continued)

Method of Evaluating Practical Application:

The instructor will inspect the student's work by observation for correctness.

PERFORMANCE GUIDE:

1. Gather necessary supplies, equipment and food items.
2. Wash, trim, and cut fruits and vegetables.
3. Cook fruits and vegetables until slightly tender.
4. Drain fruits and vegetables.

Oven Glazing

5. Place a slightly cooked fruits or vegetables in baking dish.
6. Sprinkle fruits and vegetables with sugar.
7. Add small amount of water.
8. Cook until well glazed.
9. Remove from oven.

Top of Range Glazing

10. Melt margarine and sugar in pan.
11. Heat margarine and sugar to correct temperature.
12. Add well-drained fruits or vegetables.
13. Cook until tender and well glazed.
14. Remove from heat.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 55

TASK: Cook vegetables by sauteing.

STANDARD OF PERFORMANCE OF TASK:

Two vegetable dishes must be prepared by sauteing, with cooking performance rated by the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Recipes
Cooking equipment
Supplies and ingredients
Vegetables

ENABLING OBJECTIVES:

1. Use cooking equipment and utensils.
2. Identify the term 'sauteing.'
3. Prepare a pan for sauteing.

RESOURCES:

1. Haines. **Food Preparation for Hotels, Restaurants, and Cafeterias,** pp. 459-460.

TEACHING ACTIVITIES:

1. Visit the school cafeteria or another food service establishment to observe the sauteing of food in a saute pan or on a griddle.
2. Assign students to saute fresh corn, or frozen, broccoli, onions, bell pepper and carrots.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, equipment, supplies, and ingredients, prepare two vegetable dishes by sauteing.

Method of Evaluating Practical Application:

The instructor will use the following checklist to evaluate the student's work. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 55 EVALUATION

PERFORMANCE TEST FOR COOKING VEGETABLES BY SAUTEING

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered ingredients and utensils.	________	________
2. Prepared vegetables.	________	________
3. Boiled vegetables until tender; cooled overnight.	________	________
4. Sliced to desired thickness; added shortening and water to skillet.	________	________
5. Cooked until golden brown; removed and served.	________	________

APPROVED: Yes ______ No _______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 56

TASK: Prepare soup.

STANDARD OF PERFORMANCE OF TASK:

One soup dish must be prepared using ingredients required by a standardized recipe.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Standardized recipe
Soup kettles and equipment
Soup ingredients.

ENABLING OBJECTIVES:

1. Use utensils and equipment.
2. Identify cooking times for soups.

RESOURCES:

1. Haines. **Food Preparation for Motels, Restaurants, and Cafeterias**, p. 171.

TEACHING ACTIVITIES:

1. Assign students to observe the preparation of brown stock by the instructor.
2. Assign students to observe the instructor make soup using the brown stock.

CRITERION REFERENCED MEASURE:

Practical Application:

Given soup kettles, a standardized recipe, necessary equipment, and ingredients, the student will fill one soup kettle with stock, meats, vegetables, and seasonings as required by recipe.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated satisfactory. Student Self-Checks I and II may be used for further preparation.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 56 EVALUATION

PERFORMANCE TEST FOR PREPARING SOUP

Student's Name ______________________ Date ______

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Supplies, equipment and ingredients used correctly.	______	______
2. Seasoning used in moderation to enhance flavor.	______	______
3. Meat used was cut into proper pieces.	______	______
4. Meat added to soup stock.	______	______
5. Vegetables properly prepared.	______	______
6. Soup simmered correct length of time.	______	______
7. Soup had good flavor, aroma, and color.	______	______
8. Student operated kettle in safe manner.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature ______________________ Date ______

Student Self-Check I

PREPARING STOCKS AND SOUPS

Check your knowledge of preparing stocks and soups by circling the best of the three answers given after each statement. When you have completed this, compare your answers with the correct ones at the bottom of the next page.

1. Cracked or small bone pieces should be used in making stock because ___________.

   a. They are cheaper.
   b. More flavor is extracted.
   c. More bones will go in the pot.

2. Cold water is used to start a stock to cooking because ___________.

   a. Hot water costs more.
   b. Hot water will cook the meat too fast.
   c. Hot water will seal the bone ends and hinder the juices and flavor from being extracted.

3. Stock should be cooked by ___________.

   a. Simmering for five or six hours.
   b. Boiling rapidly for one hour.
   c. Cooking for thirty minutes then turning off.

4. If stock is not used immediately, it should be ___________.

   a. Cooled rapidly by placing pan of stock in cold running water.
   b. Cooled at room temperature.
   c. Put in a freezer.

5. If using bouillon cubes or base mix instead of stock ___________.

   a. Follow same directions as if making stock.
   b. Follow the manufacturer's directions exactly.
   c. Use as you see fit.

6. Braising vegetables for most soups will ___________.

   a. Improve the flavor of the soup.
   b. Make them easier to cook.
   c. Make the vegetables more tender.

PERFORMANCE OBJECTIVE V-TECS 56 (Continued)

7. Soups should be served ___________.

    a. At room temperature
    b. Very hot or very cold
    c. Lukewarm

8. Thickening agents may be used in soups to ___________.

    a. Improve flavor
    b. Make it easier to eat
    c. Give body and prevent ingredients from settling.

CORRECT RESPONSES:

(1) b
(2) c
(3) a
(4) a
(5) b
(6) a
(7) b
(8) c

Student Self-Check II

SOUP AND STOCK TERMS CROSSWORD

Across

1. A clear, transparent soup derived from stock, broth or bouillon
3. Liquid food derived from meat, poultry, fish or vegetables
4. Temperature to serve soup
5. Where meat and bones are browned to cause stock to have a rich brown color
6. Should be removed from cold stock before making soup
8. Stocks in which beef and bones are browned in oven first to give desired color
9. Used as a clarifying agent for stocks (two words)
14. To remove floating foam and particles from stock as it begins to cook
15. Stock delicate in flavor and light in color. Made from unbrowned bones
19. Number of hours to simmer stock (three words)
20. Most soups are of two general groups, either stock or ___________ soup
21. Made of simmering the bones and other portions of fish (two words)

Down

1. Thick soup of fish or vegetables with milk and potatoes
2. Temperature of water to put over bones for starting stock to cook
3. Added to soups for flavor
7. Stocks made from poultry
10. Chopped parsley, chives, croutons, added to soup for eye appeal
11. Approximate length bones should be cut for making stock (two words)

PERFORMANCE OBJECTIVE V-TECS 56 (Continued)

12. Method of cooking stock

13. Consistency of good strong stock when cold

16. Way to cool stock if it is not to be used at once

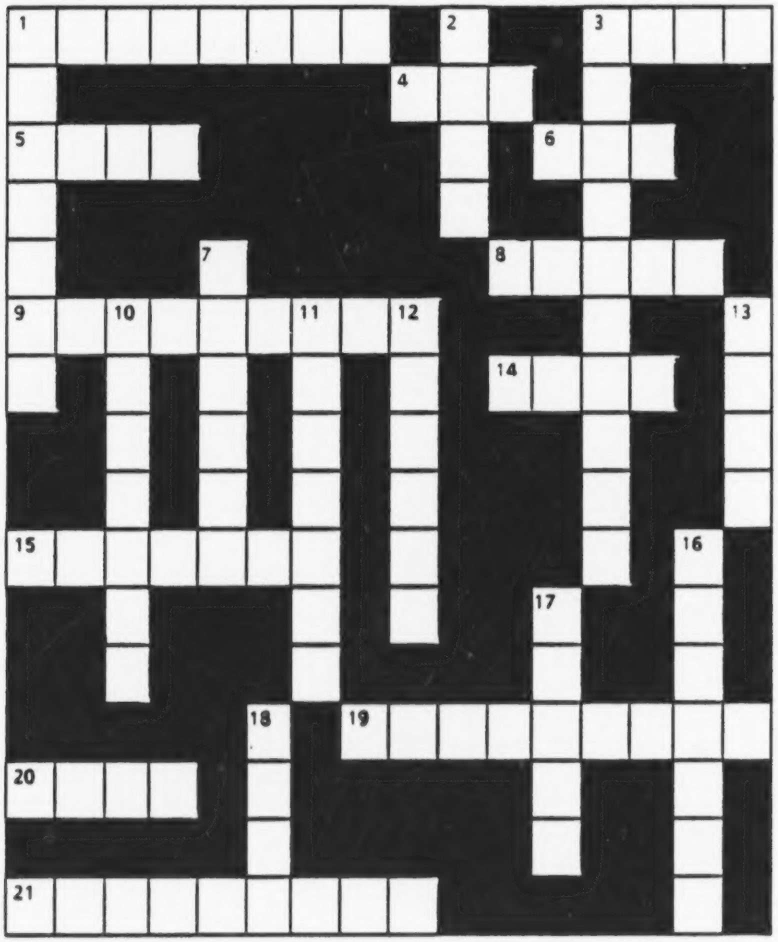
17. Liquid produced by simmering together meat, bones, and rough-cut vegetables

18. Formation on top of broth when clarifying stock with raw-egg whites and ground beef.

PERFORMANCE OBJECTIVE V-TECS 56 (Continued)

SOUP AND STOCK TERMS CROSSWORD

Student Self-Check II (continued)



Correct Answers:

Across: 1. Consomme, 3. Soup, 4. Hot, 5. Oven, 6. Fat, 8. Brown, 9. Egg whites, 14. Skim, 15. White, 19. Five or six, 20. Milk, 21. Fish stock.

Down: 1. Chowder, 2. Cold, 3. Seasonings, 7. Chicken, 10. Garnish, 11. Two inch, 12. Simmer, 13. Jell, 16. Rapidly, 17. Stock, 18. Raft.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 57

TASK: Load oven racks.

STANDARD OF PERFORMANCE OF TASK:

Given an oven and food items, load the oven with foods. Food items must be placed evenly in oven.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Food items
Oven

ENABLING OBJECTIVES:

1. Read and follow directions.
2. Use oven mitts and pot holders.

RESOURCES:

1. Kowtaluk and Kopan. **Food for Today,** pp. 433-34.
2. Manufacturers manual that accompanies oven.

TEACHING ACTIVITIES:

1. Demonstrate the loading of the oven with food to be baked.
2. Load an oven with food to be baked.

CRITERION REFERENCED MEASURE:

Practical Application:

Given an oven and food items, load the oven with foods. A checklist will be used to rate performance. All items must receive an acceptable rating.

Method of Evaluating Practical Application:

The instructor will use the following checklist to evaluate the student's work. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 57 EVALUATION

PERFORMANCE TEST FOR LOADING OVEN RACKS

(Instructor will adjust checklist for oven in lab)

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered needed supplies.		
2. Used needed supplies.		
3. Spaced oven shelves appropriate for baking.		
4. Pulled oven rack partially out while loading.		
5. Placed food on rack so that heat circulated adequately.		
6. Followed appropriate safety precautions.		

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 58

TASK: Make biscuits.

STANDARD OF PERFORMANCE OF TASK:

Three types of biscuits (sour milk, baking powder, and drop) must be prepared. Each type of biscuit should be moist and have a light brown crust.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Recipes
Supplies
Ingredients
Equipment

ENABLING OBJECTIVES:

1. Read and follow directions.
2. Measure and combine ingredients.

RESOURCES:

1. Kowtaluk and Kopan. **Food For Today,** pp. 437-440.
2. Largen. **Guide to Good Food,** pp. 332-335.

TEACHING ACTIVITIES:

1. Describe and discuss the several types of biscuits.
2. Describe and discuss the value of prepared biscuit mixes.
3. Arrange for a comparison of several types of biscuits: those made from scratch, those made with mixes, and those that are refrigerated.
4. Arrange for a morning trip to a McDonald's or Hardee's to watch biscuits being made.

CRITERION REFERENCED MEASURE:

Practical Application:

Given standardized recipes, supplies, and equipment, the student will prepare one pan each of three types of biscuits (sour milk, baking powder, and drop).

PERFORMANCE OBJECTIVE V-TECS 58 (Continued)

Method of Evaluating Practical Application:

A checklist will be used to rate performance. All items must receive an acceptable rating. If applicable, the instructor may use Supplement I as a check on students' comprehension.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 58 EVALUATION

PERFORMANCE TEST FOR MAKING BISCUITS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered supplies and ingredients.	______	______
2. Sifted and measured dry ingredients.	______	______
3. Cut shortening into flour; added milk.	______	______
4. Shaped biscuits as required; placed on baking sheet.	______	______
5. Placed biscuits in oven; cooked until done, then removed.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

Supplement I

MAKING BISCUITS

Directions: Complete the statement with the word or phrase that makes the statement true. Then check your answers with those at the bottom of the page.

1. Shortening should be cut into the flour with a __________.
2. Shortening should be cut into the flour until the mixture resembles __________.
3. The leavening agent used in buttermilk biscuits is __________.
4. The liquid used in baking powder biscuits is __________.
5. Biscuit dough should be stirred until it __________.
6. The amount of time the dough should be kneaded is __________.
7. Too much kneading will result in __________.
8. The thickness biscuit dough should be rolled to is __________.
9. The commercial mixer attachment used for mixing biscuit dough is __________.
10. The amount of liquid used in drop biscuits is __________(more or less) than in rolled biscuits.

Answers:

1. Pastry blender
2. Uncooked grains of rice
3. Baking soda
4. Sweet milk
5. Moistens the dry ingredients
6. 30-60 seconds
7. Tough
8. One half the desired thickness when cooked
9. Dough hook
10. More

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 59

TASK: Make boiled custard.

STANDARD OF PERFORMANCE OF TASK:

Given a standardized recipe, ingredients, supplies, and equipment, make one boiled custard. The custard must thicken upon cooling, be firm, and have a smooth, even texture.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Ingredients
A standardized recipe
Cooking utensils

ENABLING OBJECTIVES:

1. Read and follow directions.
2. Use and interpret measures.

RESOURCES:

1. Haines. **Food Preparation for Hotels, Restaurants, and Cafeterias,** pp. 315-316.

TEACHING ACTIVITIES:

1. Assign students to prepare a soft custard.
2. Observe the preparation of a custard pie.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, ingredients, supplies, and equipment, make one boiled custard.

Method of Evaluating Practical Application:

Performance will be rated by the instructor using the attached checklist. All items must be rated acceptable. The student self check may be used as a classroom exercise.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 59 EVALUATION

PERFORMANCE TEST FOR MAKING BOILED CUSTARD

Student's Name Date

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered ingredients and utensils.		
2. Scalded correct amount of milk.		
3. Mixed dry ingredients.		
4. Blended scalded milk to mixture; cooked over low heat.		
5. Stirred in eggs; cooked until done, stirring often.		
6. Flavored to taste.		
7. Poured into custard cups.		

APPROVED: Yes ______ No ______

Evaluator's Signature Total

Student Self-Check

EGG AND MILK COOKERY

Fill in the blanks in the following sentences.

1. Eggs and milk both have a high __________ content.
2. When cooking eggs and milk, use a __________ temperature to prevent curdling and toughening.
3. To prevent a film from forming on the top of milk, use a __________ container or __________ milk during heating.
4. Because protein settles on side and bottom of pans, it __________ easily.
5. To prevent scorching, milk should be heated over __________ water.
6. Milk will __________ if you use too high a temperature or if it has been stored too long.
7. To prevent milk from boiling over during the heating process, cook at __________ temperature and __________ it.

Answer Key:

1. Protein
2. Low
3. Covered, stir
4. Scorches
5. Hot
6. Curdle
7. Low, stir

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 60

TASK: Make cakes.

STANDARD OF PERFORMANCE OF TASK:

Two cakes must be prepared -- one with fat and one without fat.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Recipe, supplies, ingredients, and cooking utensils.

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Measure ingredients correctly.
3. Use utensils correctly.

RESOURCES:

1. Kowtaluk and Kopan. **Food for Today,** pp. 316-319.

TEACHING ACTIVITIES:

1. Create a bulletin board entitled, "Celebrate With Cakes." Illustrate with pictures of cakes used for a variety of festive occasions. Find examples of shortened and unshortened cakes.
2. Using cookbooks, magazines and newspapers, have students bring cake recipes to class. In class each student analyzes his recipe deciding if it is shortened or unshortened. Save recipes.
3. Since cakes are basically an energy food supplying B vitamins and some minerals, discuss ways to improve the nutrition. What ingredients add extra nutrition: What ingredients might be substituted to increase nutrition? Which recipes from Activity 2 are most nutritious and why?
4. Demonstrate the preparation of a cake with fat by the conventional method (and by the quick mix method).
5. Demonstrate the preparation of a cake made without fat. Save both cakes for icing demonstration labs.
6. Tour a bakery where cakes are being prepared. What food skills do workers need? How does mass production differ from home preparation? (Visit school cafeteria if bakery is not available).
7. Compare lab baked product with bakery product. Discuss taste and cost differences.

PERFORMANCE OBJECTIVE V-TECS 60 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, necessary equipment, supplies, and ingredients, prepare one cake made with fat (cup, layer or loaf) and one without fat (angel food or sponge).

Method of Evaluating Practical Application:

A checklist will be used to rate performance. All items must receive an acceptable rating.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 60 EVALUATION

PERFORMANCE TEST FOR MAKING CAKES (WITH FAT)

Student's Name ______________________ **Date** __________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
Outside Characteristics:		
1. Shape: uniform; slightly rounded top; free from peaks or cracks.	________	________
2. Size: uniform; light in weight in proportion to size.	________	________
3. Color: uniform golden brown.	________	________
4. Crust: tender; smooth.	________	________
Inside Characteristics:		
5. Color: uniform; characteristic of kind of cake.	________	________
6. Grain: fine; round, thin-walled cells, evenly distributed; free from tunnels.	________	________
7. Texture: tender; velvety; moist -- neither soggy nor crumbly.	________	________
8. Flavor: pleasing; well-blended, with no bitterness.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature ______________________ **Date** __________

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 60 EVALUATION

PERFORMANCE TEST FOR MAKING CAKES (WITHOUT FAT)

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
Outside Characteristics;		
1. Shape: uniform; free from cracks (sponge); slightly rounded top (chiffon).	______	______
2. Size: very light in weight in proportion to size; large volume.	______	______
3. Color: uniform golden brown (chiffon); light brown (sponge).	______	______
4. Crust: tender; free from spots or moist shiny appearance (sponge); cracked on surface (chiffon).	______	______
Inside Characteristics:		
5. Color: uniform; characteristic of kind of cake.	______	______
6. Grain: small, uniform, thin-walled cells; no large air spaces, nor compact layer.	______	______
7. Texture: tender, feathery; moist; light; not compact or soggy.	______	______
8. Flavor: pleasing: delicate; uniform.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 61

TASK: Make cobbler.

STANDARD OF PERFORMANCE OF TASK:

One fruit cobbler must be prepared and baked in an oven. The cobbler should have good flavor, color, and texture, with a delicately browned crust.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Using a standardized recipe, equipment, supplies, and ingredients provided by the instructor, prepare one fruit cobbler to be baked in the oven.

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Ability to measure ingredients correctly.
3. Knowledge of proper use of needed equipment.

RESOURCES:

1. Kowtaluk and Kopan. **Food for Today,** p. 322-323.

TEACHING ACTIVITIES:

1. Assign students to brainstorm a list of all fruits and berries used in cobblers.
2. Prepare and compare two cobblers -- one made with a cake like topping and the other a pastry top.
3. From newspapers and magazines collect pictures of cobblers. Prepare a display.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, necessary ingredients, supplies, and equipment, the student will prepare one fruit cobbler to be baked in the oven. The cobbler should have good flavor, color, and texture, with a delicately browned crust.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 61 EVALUATION

PERFORMANCE TEST FOR MAKING COBBLER

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered supplies and utensils.	______	______
2. Combined sugar and flour; mixed in fruit.	______	______
3. Arranged fruit in dish; covered with pastry.	______	______
4. Baked for required time.	______	______
5. Removed from oven and let cool.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 62

TASK: Make coffee.

STANDARD OF PERFORMANCE OF TASK:

One pot of coffee must be prepared by each of the following methods: steeping, dripping, percolating and vacuuming.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Standardized recipe
Coffee
Coffee brewing equipment

ENABLING OBJECTIVES:

1. Identify coffee portions for each method.
2. Measure ingredients correctly.

RESOURCES:

1. Kowtaluk. **Discovering Food,** pp. 172-174.
2. Sassee. **Discovering Food, Teacher's Guide,** pp. 141-143.
3. Medved. **The World of Food,** rev. ed., Chapter 14.

TEACHING ACTIVITIES:

1. Design a bulletin board that shows how to make coffee in at least three different types of coffee makers.
2. Display the various kinds of coffee available -- distinguish between drip-grind, regular grind, instant, decaffeinated, freeze dried, vacuum-packed.
3. Divide a list of local food service establishments among the students. Survey to find out the type of coffee maker used. Tally results.
4. Demonstrate the use of the three types of coffee makers. Also demonstrate steeping coffee and prepare instant coffee. Have students taste the five coffee preparations and discuss their preferences.
5. Assign students to research articles about health problems that have been related to caffeine.
6. Show film "The Coffee That Came to Dinner" on training personnel or brewing demonstrations on procedure trouble spots, and equipment from The American Coffee Bureau, New York, New York, free loan for making.

PERFORMANCE OBJECTIVE V-TECS 62 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, proper equipment and varying grinds of coffee, the student will prepare one pot of coffee by each of the following methods: steeping, drip, percolating, and vacuum.

Method of Evaluating Practical Application:

The instructor should use the following checklist to evaluate the student's work. All items should be rated acceptable.

As an alternative, the instructor may use the Supplement to assess the student's comprehension.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 62 EVALUATION

PERFORMANCE TEST FOR MAKING COFFEE

Student's Name ______________________________ Date ____________

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Gathered utensils and ingredients.	______	______
2. Placed coffee in container, used appropriate coffee.	______	______
3. Added liquid as required.	______	______
4. Brewed coffee.	______	______
5. Cleaned coffee maker.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature ______________________________ Date ____________

PERFORMANCE OBJECTIVE V-TECS 62 (Continued)

Supplement

COFFEE

Multiple Choice: Circle the letter of the best answer.

1. The grind of coffee you buy depends on:
    a. how strong or weak you like your coffee;
    b. the kind of coffee maker you use;
    c. what kind of bean the coffee is ground from;
    d. all of the above.

2. Coffee should be stored:
    a. in the refrigerator
    b. in a warm, moist place
    c. in tightly closed containers
    d. in container with loose-fitting lid.

3. In making coffee, you should be sure that the:
    a. coffee never boils
    b. coffee maker is clean
    c. water you use is cold and fresh
    d. all of the above.

4. A coffee pot that includes a coffee basket supported on a hollow tube is called a:
    a. percolator
    b. drip coffee pot
    c. vacuum coffee maker
    d. range coffee pot.

5. Coffee to be iced should be steeped longer because:
    a. iced coffee is stronger than hot coffee.
    b. the ice cubes will melt and dilute it.
    c. cold water is added to cool them.
    d. they will become weaker while being chilled in the refrigerator.

True-False: Write the word TRUE at the end of the correct statements.

6. Coffee is made by blending different varieties of beans.
7. If weaker coffee is desired, it should be made full strength and diluted with hot water afterward.
8. Boiling, overcooking, and even reheating can make coffee bitter.
9. Beverages such as coffee, tea, and soft drinks are nutritious as well as refreshing.

PERFORMANCE OBJECTIVE V-TECS 62 (Continued)

Supplement (Continued)

Short Answer: Answer completely in as few words as possible.

10. Why should the coffee maker be cleaned carefully?

Answer Key:

1. d. All of the above.
2. c. In tightly closed containers.
3. d. All of the above.
4. a. Percolator
5. b. The ice cubes will melt and dilute it.
6. True
7. False
8. True
9. False
10. Build-up of residue can affect taste of coffee.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 63

TASK: Make cookies.

STANDARD OF PERFORMANCE OF TASK:

Three different types of cookies must be prepared: bar, dropped and rolled. The conventional method of mixing should be used with each type.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Standardized recipe
Necessary cooking equipment
Ingredients and baking supplies

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Measure ingredients correctly.
3. Knowledge of proper use of needed equipment.

RESOURCE:

1. Newberry and Fisher. **The Food Book,** pp. 225-228.

TEACHING ACTIVITIES:

1. Students collect five or more recipes for cookies that offer good nutritional values (look for nutritional ingredients such as oatmeal, wholegrain flour, nuts, fruits, peanut butter, etc.)
2. From recipes collected in activity one, determine whether the cookie is drop, bar, molded, rolled, pressed or refrigerator.
3. Visit deli or bakery and observe preparation and decoration of cookies.
4. Have students survey friends and relatives to find out how many make cookies from scratch and how many use convenience forms. What reasons do they give? Write paragraph on findings and compare with classmates.
5. Demonstrate bar cookies, drop cookies and rolled cookies.
6. Have students prepare one of the nutritional cookie recipes which they brought to class as part of the objective.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, necessary equipment, ingredients, and supplies, the student will prepare three different types of cookies: bar, dropped, and rolled. For each cookie type, the conventional method of mixing should be used.

PERFORMANCE OBJECTIVE V-TECS 63 (Continued)

Method of Evaluating Practical Application:

A checklist will be used to rate performance. All items must receive acceptable ratings.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 63 EVALUATION

PERFORMANCE TEST FOR MAKING COOKIES (ROLLED COOKIES)

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Size and shape: Retains shape of cutter.	________	________
2. Color: Lightly browned.	________	________
3. Texture: Crisp, tender.	________	________
4. Flavor: Pleasing, no off flavor, rich.	________	________

APPROVED: Yes _____ No ______

Evaluator's Signature **Date**

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 63 EVALUATION

PERFORMANCE TEST FOR MAKING COOKIES (BAR COOKIES)

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Size and shape: Uniform, will hold shape.	____	____
2. Color: Lightly browned.	____	____
3. Texture: Slightly moist, thin crust, tender.	____	____
4. Flavor: Pleasing, no off flavor, rich.	____	____

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 63 EVALUATION

PERFORMANCE TEST FOR MAKING COOKIES (DROP COOKIES)

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Size and shape: Fairly uniform, mound shape.	______	______
2. Color: Lightly browned.	______	______
3. Texture: Slightly moist, tender.	______	______
4. Flavor: Pleasing, no off flavor, rich.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 64

TASK: Make corn bread.

STANDARD OF PERFORMANCE OF TASK:

Two pans of corn bread must be prepared -- one with sour milk and one with sweet milk.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Corn bread ingredients
Sour and sweet milk
Utensils and equipment

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Measure ingredients correctly.
3. Knowledge of proper use of equipment.

RESOURCES:

1. Medved. **The World of Food,** Chapter 17.

TEACHING ACTIVITIES:

1. Have students find pictures and/or recipes for different types of quick breads. From these pictures compile a bulletin board. From the recipes list basic ingredients found in all quick breads and purpose of each. Review ingredients of this activity if already done in an other quick bread test.
2. Make a display with corn and corn products. Have students bring examples from home such as cereals, cornstarch, cornmeal. Have diagram showing three parts of kernal of corn and explaining nutrients in each.
3. Review by demonstrating the muffin method of mixing.
4. Compare lab-baked product with convenience mix. Discuss cost, nutrition, taste, and time involved.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a recipe, necessary ingredients, and equipment, the student will prepare and bake one pan each of corn bread made with sour milk and sweet milk.

Method of Evaluating Practical Application:

A checklist will be used to rate performance. All items must receive an acceptable rating.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 64 EVALUATION

PERFORMANCE TEST FOR MAKING CORN BREAD

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
Outside Characteristics:		
1. Shape: Uniform, free from peaks, medium rim, slightly rounded top for muffins.	______	______
2. Size: Uniform.	______	______
3. Color: Uniform golden brown.	______	______
4. Crust: Slightly cracked; medium rough.	______	______
Inside Characteristics:		
5. Color: Pale yellow or yellow; free from large pieces of corn meal.	______	______
6. Grain: Round, even cells; slightly open.	______	______
7. Texture: Crisp, tender; slightly moist.	______	______
8. Flavor: Pleasing; corn-like; with no rancid or "off" flavor.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 65

TASK: Make gravies.

STANDARD OF PERFORMANCE OF TASK:

Two types of gravies must be prepared -- pan gravy and giblet gravy. The gravy must be free of lumps, light brown in color and of desired thickness that meets with standards set by the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Recipes and supplies
Cooking equipment
Ingredients

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Ability to measure ingredients.
3. Use equipment properly.

RESOURCE:

1. Newberry and Fisher. **The Food Book, pp. 135-136.**

TEACHING ACTIVITIES:

1. Divide class into three groups. Group one will prepare gravy by mixing the starch with the fat before adding the liquid. Group two will prepare gravy by mixing the starch with cold liquid, stirring quickly and thoroughly. The mixture is then added to the hot fat. Group three will mix the starch with hot liquid and add this mixture to the hot fat. Which method(s) produced the best results? Which method(s) produced gravy with lumps? What might have caused the lumps to form? (Gelatinization of Starch)
2. Visit the cafeteria and observe the preparation of gravy.
3. Demonstrate the preparation of pan gravy and giblet gravy.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, necessary supplies, equipment, and ingredients, prepare two types of gravy: pan and giblet. The gravy must be free of lumps, light brown in color and of desired thickness.

PERFORMANCE OBJECTIVE V-TECS 65 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by instructor using standards set by instructor. All items should be rated acceptable.

PERFORMANCE GUIDE:

1. Gather equipment, supplies, and ingredients.
2. Measure liquid and dry ingredients.
3. Place fat and flour in skillet, stirring constantly until brown.
4. Add liquid and salt.
5. Stir until gravy boils.
6. Add cooked giblet if required.
7. Remove from range.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 66

TASK: Make muffins.

STANDARD OF PERFORMANCE OF TASK:

One pan of plain muffins must be prepared. Th muffins should have a rounded shape, an even color, a tender, moist texture and a pleasing flavor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Standardized recipe
Ingredients
Cooking equipment

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Ability to measure ingredients correctly.
3. Identify safety methods in baking.

RESOURCE:

1. Medved. **The World of Food,** rev. ed., Chapter 17.

TEACHING ACTIVITIES:

1. Have students find pictures and/or recipes for different types of quick breads. From these pictures compile a bulletin board. From the recipes list basic ingredients found in all quick breads and purpose of each. Review ingredients of this activity if already done in another quick bread task.
2. Arrange a display of leavening agents used in quick breads. Examine labels of different types of baking powder to distinguish between single and double-acting baking powders and the amounts of each used per cup of flour. Review this activity if already used.
3. Demonstrate how to make plain muffins. After mixing ingredients correctly, fill half of muffin tins. Beat the remaining batter until smooth, fill remaining tins. Compare results.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, necessary ingredients, and equipment, the student will prepare one pan of plain muffins.

PERFORMANCE OBJECTIVE V-TECS 66 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation by instructor using standards set by the instructor. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Gather supplies, equipment and ingredients.
2. Grease bottom of muffin pan.
3. Measure ingredients.
4. Sift dry ingredients into mixing bowl.
5. Combine egg, milk, and fat into another bowl.
6. Make a "well" in the dry ingredients, pour the mixed liquid ingredients into well.
7. Stir until the dry ingredients are just moistened.
8. Put batter into greased muffin pan, filling about two-thirds full.
9. Place muffins in preheated oven at appropriate temperature.
10. Bake until golden brown in color.
11. Remove muffins from oven.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 67

TASK: Make pancakes.

STANDARD OF PERFORMANCE OF TASK:

Eight pancakes must be prepared: four from self-rising flour and four from plain flour. Standards of performance will be set by instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Equipment
Supplies
Ingredients
Standardized recipes

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Measure ingredients correctly.
3. Use equipment correctly.

RESOURCES:

1. Medved. **The World of Food,** rev. ed., Chapter 17.

TEACHING ACTIVITIES:

1. Have students find pictures and/or recipes for different types of quick breads. Using these pictures, the students can compile a bulletin board or a scrapbook. From the recipes, they can list basic ingredients found in all quick breads and purpose of each.
2. Arrange a display of leavening agents used in quick breads. Examine the labels of different types of baking powders, and the amount of each used per cup of flour. Review if this activity is already used.
3. Convert a recipe for pancakes which uses plain flour to a recipe using self- rising flour.
4. Demonstrate the preparation of pancakes.

CRITERION REFERENCED MEASURE:

Practical Application:
Given the necessary equipment, supplies, ingredients, and standardized recipes, the student will prepare four pancakes made with self-rising flour and four pancakes made with plain flour. The learner must arrive at products that are fluffy, light, and tender.

PERFORMANCE OBJECTIVE V-TECS 67 (Continued)

Method of Evaluating Practical Application:

The pancakes must be rated acceptable on all characteristics shown on the checklist, as judged by the instructor. As a supplement, the instructor may want to administer the attached pancake quiz.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 67 EVALUATION

PERFORMANCE TEST FOR MAKING PANCAKES

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
Outside Characteristics:		
1. Shape: Uniform, fairly regular.	__________	__________
2. Size: Uniform; even thickness.	__________	__________
3. Color: Evenly browned on both sides.	__________	__________
4. Crust: Smooth; tender.	__________	__________
Inside Characteristics:		
5. Color: Uniform; characteristic of type of pancakes.	__________	__________
6. Grain: Fine; thin-walled cells, evenly distributed.	__________	__________
7. Texture: Tender; moist -- but not sticky.	__________	__________
8. Flavor: Pleasing; well-blended with no bitterness.	__________	__________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

Student Self-Check I

PANCAKE QUIZ

1. The type of batter for pancakes is a ___________ batter.

2. If a crisp pancake is desired, make the batter consistency ___________ than for cake type.

3. Three leavening agents used for pancakes are ___________, ___________, and ___________.

4. The two ingredients added to self-rising flour that are not in all-purpose flour are ___________ and ___________.

5. The basic difference of ingredients in muffin and pancake batter is the ___________ of ___________.

6. The ingredients used in making pancakes are:
   a. ___________ b. ___________ c. ___________
   d. ___________ e. ___________ f. ___________
   g. ___________

7. The griddle is at the right temperature for cooking pancakes if drops of water will ___________.

8. The correct amount of batter to be used for pancake is ___________ cup or No. ___________ dipper.

9. When unbroken bubbles appear on the surface, the pancake is ready for ___________.

Answers:

1. Pour
2. Thinner
3. Steam, Baking Powder, Soda
4. Salt and Baking powder
5. Amount, Liquid
6. Flour, Baking Powder, Salt, Sugar, Egg, Milk, Fat
7. Dance around and evaporate
8. 1/4, No. 16
9. Turning.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 68

TASK: Make pastry (pie crust).

STANDARD OF PERFORMANCE OF TASK:

One pie pastry must be prepared using a standard recipe.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Recipe
Equipment
Pastry ingredients

ENABLING OBJECTIVES:

1. Knowledge of preparation terms and equipment usage
2. Measure ingredients correctly.

RESOURCES:

1. Newberry and Fisher. **The Food Book,** pp. 230-232.

TEACHING ACTIVITIES:

1. Divide class into four groups. Each group finds a recipe using a different fat-lard, shortening, butter, oil -- used in crust recipe. Prepare and compare taste.
2. Tour a food service establishment that is known for the pies it bakes and serves to customers. Answer questions such as skills needed? Training? How production preparation methods differ?
3. Assign students a brief summary report from reference books on the history of pastry and pies and how they were used in diets of the past.
4. Students look in magazines, cookbooks, newspapers, etc. to find a picture and recipe for a pie. Describe completely to class. (One crust, two crust, deep dish, tart, fruit custard, cream, chiffon filling)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, necessary equipment, and ingredients, the student will prepare one pie pastry.

Method of Evaluating Practical Application:

A checklist will be used to rate performance. All items must receive a satisfactory rating.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 68 EVALUATION

PERFORMANCE TEST FOR MAKING PASTRY (PIE CRUST)

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
Outside Characteristics:		
1. Shape: Even thinness all over; neat, even edges.	______	______
2. Size: Fits pan well.	______	______
3. Color: Light golden brown with darker brown edges.	______	______
4. Crust: Slightly blistered, rough, not smooth or leathery looking.	______	______
Inside Characteristics:		
5. Texture: Delicately crisp, flaky, not compact or soggy.	______	______
6. Tenderness: Easily cut but not crumbly or tough.	______	______
7. Flavor: Rich, delicate, no scorched fat or salty taste, does not overpower taste of filling.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 69

TASK: Make salads.

STANDARD OF PERFORMANCE OF TASK:

At least one each of the following types of salads must be prepared: an appetizer, a main course, and a side dish. Each salad must be eye appealing, colorful and palatable.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

A standardized recipe per salad type
Salad ingredients and supplies

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Ability to measure ingredients.
3. Knowledge of proper use of equipment.

RESOURCES:

1. Kowtaluk. **Discovering Food,** rev. ed., p. 124.
2. Sassee. **Discovering Food, Teacher's Guide,** Chapter 23.
3. Newberry and Fisher. **The Food Book,** pp. 134-135.

TEACHING ACTIVITIES:

1. Prepare a bulletin board entitled The Key to Menu Planning. Place pictures or names of types of salads on construction paper keys around a large key hole.
2. Have students copy a salad recipe of their choosing on a sheet of paper and bring to class. In class discuss the kind of salad, how the salad is used, and identify its parts. If possible have the students calculate the cost of the recipe.
3. Visit the produce section of a supermarket and list the kinds and prices of lettuce available, also fruits and vegetables used in salads.
4. Demonstrate coring a head of lettuce and preparing selected fruits and vegetables for salads.
5. Peal and halve a banana and an apple. Place half of the banana and apple on a plate. Coat the remaining halves with lemon juice or orange juice and place them on plates. Let both plates of fruit stand for thirty minutes. Compare appearance.
6. Visit a restaurant with an extensive salad bar. Have the person responsible for the salad bar talk informally with the students.

PERFORMANCE OBJECTIVE V-TECS 69 (Continued)

CRITERION REFERENCED MEASURE:

Practical Application:

Student will prepare at least one each of the following types of salads: an appetizer, a main course, and a side dish.

Method of Evaluating Practical Application:

Using the following checklist, the instructor will inspect the student's work for correctness. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 69 EVALUATION

PERFORMANCE TEST FOR MAKING SALADS

Student's Name Date

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Collected utensils and ingredients.	______	______
2. Prepared ingredients as required by recipe.	______	______
3. Combined ingredients to make salad.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature Date

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 70

TASK: Make salad dressings.

STANDARD OF PERFORMANCE OF TASK:

One each of the following dressings must be prepared: French, mayonnaise and cooked dressing.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Standardized recipes, ingredients, and equipment.

ENABLING OBJECTIVES:

1. Knowledge of preparation terms and equipment use.
2. Measure ingredients correctly.

RESOURCE:

Kowtaluk. **Food for Today,** pp. 343-344.

TEACHING ACTIVITIES:

1. Make two salad dressings -- one demonstrating a temporary emulsion; one a permanent emulsion.
2. Prepare mayonnaise. Evaluate it for texture, flavor and color. Compare with purchased mayonnaise.
3. Compare the calories in the low-calorie to the regular salad dressing.
4. Make a salad dressing with yogurt as the base. Add seasonings, sharp mustard, honey or lemon juice.

CRITERION REFERENCED MEASURE:

Practical Application:

Given standardized recipes, necessary ingredients and equipment, the student will prepare one each of the following dressings: French, mayonnaise, and cooked.

Method of Evaluating Practical Application:

Evaluation is observation by instruction using standards set by the instructor. All items should be rated satisfactory.

PERFORMANCE OBJECTIVE V-TECS 70 (Continued)

PERFORMANCE GUIDE:

1. Gather supplies and ingredients.
2. Mix ingredients according to recipe.
3. Cook, if applicable.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 71

TASK: Make sauces.

STANDARD OF PERFORMANCE OF TASK:

Three kinds of sauces must be prepared: plain, cream and tomato.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Recipes
Ingredients
Cooking equipment

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Measure ingredients.
3. Use cooking utensils correctly.

RESOURCES:

Ray and David. **Professional Cooking and Baking,** Chapter 15.

TEACHING ACTIVITIES:

1. Assign students to plan three different menus with:
   a. A sauce used on a main dish.
   b. A sauce used on the vegetable.
   c. A sauce served on the dessert.
2. Assign students to look through cookbooks and find three recipes for sauces which are made the same way as, or similar to, white sauce.
3. Make a chart showing the different types of white sauce.
4. Assign students to find a recipe from a cookbook as an example to show that they understand th preparation of that particular sauce.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, necessary equipment, ingredients, and required information, the student will prepare three kinds of sauces: plain, cream, and tomato.

Method of Evaluating Practical Application:

Evaluation is by observation of instructor using standards set by the instructor. All items should be rated satisfactory.

PERFORMANCE OBJECTIVE V-TECS 71 (Continued)

PERFORMANCE GUIDE:

1. Gather supplies and equipment.
2. Place equal amounts of fat and flour together in saucepan.
3. Cook until desired color, stirring constantly.
4. Pour liquid or stock into boiling mixture, stirring constantly.
5. Cook until desired thickness.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 72

TASK: Make toast.

STANDARD OF PERFORMANCE OF TASK:

Two slices each of buttered toast and cinnamon toast must be prepared.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Standardized recipe
Ingredients
Bread

ENABLING OBJECTIVES:

1. Knowledge of preparation terms and equipment usage.
2. Measure ingredients correctly.

RESOURCE:

Ray and Dondi. **Professional Cooking and Baking,** pp. 324-327.

TEACHING ACTIVITIES:

1. Assign students to find a recipe for using non-fresh (left over) bread. Pick one from those brought to prepare.
2. Research fiber, definition, sources, and function. Make toast with bread with different fiber content.
3. Compare the time and efficiency of toast prepared in an oven with toast prepared in a toaster.
4. Assign students to experiment or research different kinds of toast served with different breakfast foods (i.e., plain, cinnamon, cheese, orange.)

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, supplies, equipment, and bread, the student will prepare two slices each of buttered toast and cinnamon toast in the oven. The buttered toast must be evenly browned on each side. The cinnamon toast must be well glazed and evenly browned on each side.

Method of Evaluating Practical Application:

Evaluation is by observation of instructor using standards set by the instructor. All items should be rated satisfactory.

PERFORMANCE OBJECTIVE V-TECS 72 (Continued)

PERFORMANCE GUIDE:

1. Gather equipment needed.
2. Preheat oven.
3. Butter toast or prepare as desired for each kind of toast.
4. Place toast on cookie sheet.
5. Place in oven -- 450° F.
6. Turn bread often enough to prevent warping and to insure even browning.
7. Toast to a golden brown color.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 73

TASK: Make yeast breads.

STANDARD OF PERFORMANCE OF TASK:

Two types of yeast bread must be prepared and baked: rich and lean. Standard recipes should be used for both types.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Equipment
Ingredients
Recipe

ENABLING OBJECTIVES:

1. Knowledge of preparation terms and equipment usage.
2. Measure ingredients correctly.

RESOURCE:

1. Kowtaluk and Kopan. **Food for Today,** pp. 324-329.

TEACHING ACTIVITIES:

1. Look through magazines, and when possible, mount pictures to show unusual uses of yeast bread.
2. Discuss baking procedures, including the temperatures and humidity usually neededfor most breads.
3. Demonstrate how to knead dough with a mixer or food processor.
4. Have a class contest to see who can create the most usable unusually shaped yeast bread or rolls.
5. Have a bread tasting party to sample various rye, wheat, pumpernickel, oatmeal and/or other yeast breads available. Serve with margarine or honey butter.
6. Make a poster showing some of the ways yeast breads can be shaped.

CRITERION REFERENCED MEASURE:

Practical Application:

Given the necessary ingredients, equipment, and a standardized recipe for two types of dough (rich and lean), the student will bake one bread from each type dough.

PERFORMANCE OBJECTIVE V-TECS 73 (Continued)

Method of Evaluating Practical Application:

A checklist will be used to rate performance. All items must receive an satisfactory rating.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 73 EVALUATION

PERFORMANCE TEST FOR MAKING YEAST BREADS

Student's name Date

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Collected materials and equipment.		
2.	Measured ingredients.		
3.	Kneaded dough; let dough rise.		
4.	Rolled dough; cut and shaped it.		
5.	Placed prepared dough in pan for proofing.		
6.	Let pans rise.		
7.	Baked pans of bread until done.		

APPROVED: Yes ______ No _______

Evaluator's Signature Date

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 74

TASK: Mash potatoes.

STANDARD OF PERFORMANCE OF TASK:

Creamy, mashed potatoes must be prepared from boiled potatoes and ingredients. Potatoes must be creamy, smooth, free of lumps, of good color, and have good flavor as judged by the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Potatoes
Standard recipe
Cooking equipment

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Measure ingredients correctly.
3. Knowledge of proper use of needed equipment.

RESOURCE:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 257-258.

TEACHING ACTIVITIES:

1. Make a poster or display showing the different kinds of potatoes -- russet, long white, round white, round red.
2. Invite a restaurant owner or chef to speak to class. Ask how the restaurant saves food and money by using leftovers. Ask this person to name specific dishes that use leftovers.
3. Prepare a recipe of mashed potatoes and also equal servings of instant mashed potatoes. Compare taste, texture, and cost.
4. Prepare a recipe of mashed potatoes using a different kind of potato in each recipe. Compare taste, texture.

CRITERION REFERENCED MEASURE:

Practical Application:

Given boiled potatoes, ingredients, necessary supplies, and standardized recipe, prepare mashed potatoes.

Method of Evaluating Practical Application:

Evaluation is by observation of instructor using standards set by instructor. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Gather supplies and equipment.
2. Place potatoes in mixer.
3. Add seasonings and cream.
4. Whip until desired consistency is reached.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 75

TASK: Parboil vegetables, fruits, meats.

STANDARD OF PERFORMANCE OF TASK:

Three different foods must be parboiled: one vegetable, one fruit and one meat as selected by the instructor. The parboiled food items must be firm and not fully cooked.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

One vegetable
One fruit
One meat
Cooking utensils
Instructions

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Ability to measure ingredients correctly.
3. Knowledge of proper use of needed equipment.

RESOUCE:

1. Ray and Dondi. **Professional Cooking and Baking,** p. 191.

TEACHING ACTIVITIES:

1. Assign students to brainstorm to determine dishes that may be prepared through parboiling.
2. Assign students to find one recipe from a cookbook, newspaper or magazine using the parboiling method.

CRITERION REFERENCED MEASURE:

Practical Application:

Given instructions, equipment and food items, parboil one vegetable, fruit, and meat as selected by the instructor.

Method of Evaluating Practical Application:

Evaluation is by observation of instructor using standards set by the instructor. All items should be rated satisfactory.

PERFORMANCE OBJECTIVE V-TECS 75 (Continued)

PERFORMANCE GUIDE:

1. Gather supplies, equipment and food items needed.
2. Place required amount of water in boiler.
3. Bring water to boil.
4. Place food items in boiling water.
5. Parboil food according to time required per food.
6. Drain off liquid.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 76

TASK: Prepare congealed desserts and salads.

STANDARD OF PERFORMANCE OF TASK:

One congealed dessert or salad must be prepared by using plain gelatin. The appearance should have a smooth and glossy surface. Salad material should be evenly distributed throughout or arranged to form a design, with pieces being somewhat uniform in size. Color and flavor should be pleasing. The consistency should be such that it is firm and well-set.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

A recipe
Cooking utensils
Supplies and gelatin ingredients

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Measure ingredients correctly.

RESOURCE:

1. Ray and Dondi. **Professional Cooking and Baking.**

TEACHING ACTIVITIES:

1. Assign students to check the value of aspartame, now available in packaged flavored gelatin as a substitute for sugar.
2. Demonstrate how to prepare three gelatin dishes using fresh, frozen and canned fruit. Compare cost and taste.
3. Assign students to research the source of gelatin, the nutrients it contains and why it makes a firm salad or dessert.
4. Demonstrate the differences between sweetened and unsweetened gelatin, using a display.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, necessary equipment, supplies, and ingredients, prepare one congealed dessert or salad by using plain gelatin.

PERFORMANCE OBJECTIVE V-TECS 76 (Continued)

Method of Evaluating Practical Ap[plication:

Performance will be rated by instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 76 EVALUATION

PERFORMANCE TEST FOR PREPARING CONGEALED DESSERTS AND SALADS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Collected utensils and ingredients.	________	________
2. Prepared gelatin and fruit.	________	________
3. Mixed ingredients properly.	________	________
4. Chilled and prepared salad.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 77

TASK: Prepare glazes.

STANDARD OF PERFORMANCE OF TASK:

A fresh fruit glaze must be prepared from a standard recipe. The glaze must be clear, free of lumps and semi-liquid in nature.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Equipment, recipe, and ingredients.

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Measure ingredients correctly.

RESOURCE:

1. Ray and Dondi. **Professional Cooking and Baking,** p. 380.

TEACHING ACTIVITIES:

1. Demonstrate the process of adding a starch to boiling water.
2. Assign students to find pictures in magazines of open face fruit pies and tarts on which a glaze has been used.
3. Assign students to make a list of fruits suitable for glazing.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, necessary equipment, supplies, and food items, prepare a fresh fruit glaze.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using standards set by instructor.

PERFORMANCE GUIDE:

1. Gather supplies, equipment, and needed ingredients.
2. Place water or fruit juice and sugar in a sauce pot and bring to a boil.
3. Dissolve starch in water.
4. Pour dissolved starch water slowly into boiling liquid.
5. Beat vigorously.
6. Cook mixture until thick and clear.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 78

TASK: Prepare fillings for pies.

STANDARD OF PERFORMANCE OF TASK:

One cream filling must be prepared by the conventional cooking method. The filling must be free of lumps, smooth, full-flavored and rich, with no raw flour or starch taste.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

A standard recipe
Pie filling ingredients
Utensils

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Measure ingredients correctly.

RESOURCE:

1. Ray and Dondi. **Professional Cooking and Buying,** pp. 345-358.

TEACHING ACTIVITIES:

1. Demonstrate how to prepare a cream filling the conventional method and one from a convenience mix. Compare taste, time, cost, difficulty and quality.
2. Assign students to find examples of different pie fillings in newspapers, magazines and cookbooks.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, supplies, and ingredients, prepare one cream pie filling by the conventional method.

Method of Evaluating Practical Application:

Evaluation is observation by instructor using standards set by the instructor. All items should be rated satisfactory.

PERFORMANCE OBJECTIVE V-TECS 78 (Continued)

PERFORMANCE GUIDE:

1. Gather supplies and equipment.
2. Mix dry ingredients in double boiler.
3. Add milk slowly to dry ingredients, stirring constantly.
4. Cook in double boiler until well thickened, stirring constantly.
5. Pour cooked mixture over beaten egg yolks slowly, stirring rapidly.
6. Return to double boiler and cook until egg yolk is thickened (about two minutes).
7. Remove from heat.
8. Add flavor and required amount of butter or shortening.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 79

TASK: Prepare soup stock.

STANDARD OF PERFORMANCE OF TASK:

One soup stock must be prepared by the stock-pot method.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Soup ingredients
Cooking equipment and utensils

ENABLING OBJECTIVES:

1. Knowledge of preparation terms.
2. Measure ingredients correctly.

RESOURCE:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 277-289.

TEACHING ACTIVITIES:

1. Assign students to examine the labels of canned, frozen and dehydrated soups and share the information with the class.
2. Assign students to interview an elderly person and find out how soup was prepared at home when he/she was young.
3. Demonstrate ways of heating bowls for hot soup and chilling bowls for cold soups.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a standardized recipe, necessary food items, supplies, and equipment, prepare one soup stock made using the stock-pot method.

Method of Evaluating Practical Application:

Evaluation is by observation of instructor using standards set by the instructor. All items should be rated satisfactory.

PERFORMANCE OBJECTIVE V-TECS 79 (Continued)

PERFORMANCE GUIDE:

1. Gather needed supplies, ingredients, and equipment.
2. Place meat and bones in soup pot.
3. Wash, trim, and cut vegetables.
4. Add vegetables to soup pot.
5. Add required liquid and seasonings.
6. Simmer for required length of time.
7. Strain stock at completion of simmering through several thicknesses of cheese cloth into another pot.
8. Cool rapidly in a covered pot.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 80

TASK: Prepare cake icings.

STANDARD OF PERFORMANCE OF TASK:

Three types of cake icing must be prepared: butter cream, boiled and fondant. The consistency and texture of the icings must enhance appearance, flavor, and give moistness to the product.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Using standardized recipes, supplies, equipment, and ingredients provided, prepare one each of the following types of cake icings: butter cream, boiled, and fondant.

ENABLING OBJECTIVES:

1. Use cake utensils.

RESOURCES:

1. Ray and Dondi. **Professional Cooking and Baking,** pp. 379-387.

TEACHING ACTIVITIES:

1. Invite a baker or caterer to class to demonstrate how to decorate cakes.
2. Visit a supermarket and note the convenience frosting items offered -- dry mixes, ready-to-eat, frozen. Compare differences in price.
3. Demonstrate how to make a seven minute or a fudge frosting for a cake. Compare with similar frosting mix for flavor, texture, cost and time.

CRITERION REFERENCED MEASURE:

Practical Application:

Given standardized recipes, necessary equipment, ingredients, and supplies, prepare three types of cake icings: butter cream, boiled, and fondant.

Method of Evaluating Practical Application:

Evaluation is by observation of instructor using standards set by the instructor. All items should be rated satisfactory.

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PERFORMANCE OBJECTIVE V-TECS 80 (Continued)

PERFORMANCE GUIDE:

1. Gather necessary supplies and ingredients.
2. Mix ingredients as required per recipe.
3. Cook, if required.

DUTY: COOKING FOOD

PERFORMANCE OBJECTIVE V-TECS 81

TASK: Store food.

STANDARD OF PERFORMANCE OF TASK:

Five different food items must be stored properly. Regulations from the state health department must be observed in storing the following: dairy products, meat, staples and frozen foods. Fresh dairy products must be sealed air-tight and placed in the refrigerator. Meat must be stored in refrigerator or freezer. Staples must be stored in a dry place free from extreme heat and moisture. Frozen foods must be stored in air-tight containers and be placed in the freezer.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Storage area
Items to be stored
General instructions

ENABLING OBJECTIVES:

1. Understand and observe regulations.
2. Recognize proper arrangements for food storage.
3. Recognize proper storage temperatures.

RESOURCES:

1. Kowtaluk. **Discovering Food,** pp. 59, 72, 83, 93, 117, 137.

TEACHING ACTIVITIES:

1. Given the following list, show the correct storage location: apples, bacon, bananas, bologna, bread, brown sugar, canned peaches, carrots, celery, cheese, cookies, crackers, eggs, flour, frozen cake, frozen orange juice, ground beef, ground coffee, milk, onions, pork roast, potatoes, rice.

CRITERION REFERENCED MEASURE:

Practical Application:

Given five foods from each of the following categories, dairy products, meat, staples, and frozen foods, the student will store the foods according to rules available from the state health department. All foods must be stored to retain high quality.

PERFORMANCE OBJECTIVE V-TECS 81 (Continued)

Method of Evaluating Practical Application:

Evaluation is observation of instructor using health regulations and instructor's standards. All items should be rated satisfactory.

PERFORMANCE GUIDE:

1. Assemble all foods to be stored.
2. Place foods in proper storage area.
3. Label food items, giving purchase date.
4. Store food items so older items will be used first.
5. Store all foods of the same category together.

PREPARING SERVING LINES

DUTY: PREPARING SERVING LINES

PERFORMANCE OBJECTIVE V-TECS 82

TASK: Arrange food for service and serve.

STANDARD OF PERFORMANCE OF TASK:

One meal must be served by the cafeteria style of service.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Food to be served
General serving guidelines

ENABLING OBJECTIVES:

1. Follow directions.
2. Observe courtesy and sanitation guidelines.

RESOURCES:

1. Home Economics Material Center.
2. **Home Economics Careers In Food Service.** pp. 350-354.
3. Cornelius. **Food Service Careers,** pp. 220-223.

TEACHING ACTIVITIES:

1. Demonstrate the steps to follow when preparing to serve customers.
2. Demonstrate serving tools, especially those used for portion control. Be sure to explain use of each item.
3. Visit a school cafeteria and/or local cafeteria to observe setting up the line and serving techniques.
4. Discuss counter, booth and table service. Compare and contrast types of skills required to perform each of these services to each other and to cafeteria service.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a situation to arrange and serve food, the food items, equipment and supplies needed, the student will arrange and serve food for one meal using the cafeteria style of service.

Method of Evaluating Practical Application:

A checklist will be used to rate performance. All items must receive an satisfactory rating.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 82 EVALUATION

PERFORMANCE TEST FOR ARRANGING FOOD FOR SERVICE AND SERVE

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Assembled food items and equipment correctly.	________	________
2.	Arranged food according to type of service.	________	________
3.	Handled food in a sanitary way.	________	________
4.	Served food attractively.	________	________
5.	Served standardized portions.	________	________
6.	Served foods at correct temperature.	________	________
7.	Served food in a pleasant manner.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: PREPARING SERVING LINES

PERFORMANCE OBJECTIVE V-TECS 83

TASK: Fill condiments.

STANDARD OF PERFORMANCE OF TASK:

Two condiment containers must be cleaned and filled. Amont of seasoning should fill the container about 3/4 full.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Containers
Condiments
Cleaning materials

ENABLING OBJECTIVE:

1. Ability to fill containers with the appropriate amount of condiments (i.e., salt, pepper).

RESOURCE:

1. Home Economics Materials Center. **Home Economics Careers in Food Service.**

TEACHING ACTIVITIES:

1. Identify condiment containers.
2. Demonstrate procedure for filling containers.
3. Demonstrate procedure for cleaning containers.
4. Describe procedure removing hard lumps of sugar from the sugar bowl.
5. Describe procedure for unclogging holes in salt and pepper shakers.

CRITERION REFERENCED MEASURE:

Practical Application:

Given proper instructions, containers, and supplies, the student will fill two condiment containers with correct amount of seasoning (i.e. salt, pepper, etc.).

Method of Evaluating Practical Application:

The instructor will use the following checklist to evaluate the student's work. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 83 EVALUATION

PERFORMANCE TEST FOR FILLING CONDIMENT CONTAINERS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Filled containers less than three fourths full.	______	______
2. Cleaned containers before returning to place of service.	______	______
3. Unclogged holes in salt and pepper shakers.	______	______
4. Replaced condiment containers in appropriate location.	______	______

APPROVED: Yes ______ No _______

Evaluator's Signature **Date**

CLEANING AND MAINTAINING DINING HALL AND KITCHEN EQUIPMENT

DUTY: CLEANING AND MAINTAINING DINING HALL AND KITCHEN EQUIPMENT

PERFORMANCE OBJECTIVE V-TECS 84

TASK: Clean and care for equipment.

STANDARD OF PERFORMANCE OF TASK:

Three pieces of kitchen equipment must be cleaned to standards of performance set by the instructor.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Kitchen equipment
Instructions
Cleaning supplies

ENABLING OBJECTIVES:

1. Identify cleaning methods for equipment.
2. Ability to follow cleaning instructions.

RESOURCES:

1. Equipment manuals for equipment located in laboratory or work station.
2. Home Economics Material Center. **Home Economics Careers in Food Service.**

TEACHING ACTIVITIES:

1. Introduce large pieces of equipment by name and location in laboratory.
2. Group students in pairs, assign piece of equipment for which they are to:
   a. Identity parts.
   b. Explain how used and safety measure to observe when using.
   c. Regular maintenance required.
   d. Proper cleaning procedures.
   Source of information:
      Equipment manuals for each piece of equipment.

CRITERION REFERENCED MEASURE:

Practical Application:

Given instructions for cleaning kitchen equipment, the student will clean three pieces of kitchen equipment as selected by the instructor.

PERFORMANCE OBJECTIVE V-TECS 84 (Continued)

Method of Evaluating Practical Application:

The instructor will use the checklist to evaluate the student's work. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 84 EVALUATION

PERFORMANCE TEST FOR CLEANING AND MAINTAINING EQUIPMENT

____

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Used manufacturer's operation manual as a guide.	________	________
2. Identified parts.	________	________
3. Carefully explained specific uses and the procedures for using equipment.	________	________
4. Noted safety precautions to be observed when operating equipment.	________	________
5. Listed orally, on a chart or handout, the steps to follow when cleaning.	________	________
6. Accurately demonstrated procedures for cleaning equipment.	________	________

APPROVED: Yes ______ No ______

____

Evaluator's Signature **Date**

DUTY: CLEANING AND MAINTAINING DINING HALL AND KITCHEN EQUIPMENT

PERFORMANCE OBJECTIVE V-TECS 85

TASK: Clean and sanitize kitchen blocks.

STANDARD OF PERFORMANCE OF TASK:

Two kitchen blocks must be cleaned and sanitized. All food and spots must be removed.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Instructions
Cleaning Supplies
Materials
Two kitchen blocks

ENABLING OBJECTIVES:

1. Use cleaning materials and utensils.

RESOURCES:

1. South Carolina Department of Health and Environmental Control. **Rules and Regulations Governing Food Service Establishments.**
2. National Institute for the Food Service Industry. **Applied Food Service Sanitation,** Chapter 9, pp. 122-127.

TEACHING ACTIVITIES:

1. Review concepts of cleaning versus sanitizing.
2. Discuss materials from which kitchen blocks are made.
3. Compile a list of steps to follow when cleaning kitchen blocks.
4. Review the passage of bacteria from one food to another in relation to preparation block.
5. Assemble supplies to be used when cleaning and sanitizing the kitchen block.
6. Assign students to formulate list of steps in sanitizing kitchen block following cleaning.

CRITERION REFERENCED MEASURE:

Practical Application:

Given proper instructions, cleaning supplies and equipment, clean and sanitize two kitchen blocks.

Method of Evaluating Practical Application:

Ealuation is observation by instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 85 EVALUATION

PERFORMANCE TEST FOR CLEANING AND SANITIZING KITCHEN BLOCKS

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Cleaned surface after each use.	______	______
2. Wiped away debris and soils.	______	______
3. Scrubed with proper materials and rinsed.	______	______
4. Sanitized kitchen block with appropriate chemical.	______	______
5. Inspected blocks for needed repairs.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: CLEANING AND MAINTAINING DINING HALL AND KITCHEN EQUIPMENT

PERFORMANCE OBJECTIVE V-TECS 86

TASK: Wash dishes, glasses, silverware, trays, pots, and pans by machine.

STANDARD OF PERFORMANCE OF TASK:

A complete set of dishes, pots and utensils must be washed by machine. The dishes must be free of water spots as well as any food particles. All applicable standards of sanitation and safety must be met.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Dishes ready for washing
Dishwasher and detergent

ENABLING OBJECTIVES:

1. Use dishwasher equipment and utensils.
2. Recognize standards for cleaning.

RESOURCES:

1. Home Economics Materials Center. **Home Economics Careers in Food Service,** Unit 11-4, pp. 55-56.
2. Cornelius. **Food Service Careers,** pp. 287-298.

TEACHING ACTIVITIES:

1. Explain use and operation of dish machine.
2. Assign students to read pp. 287-298 "Food Service Careers" and develop a chart that lists procedures for scraping, stacking, sorting, rinsing, washing and drying dishes.
3. Observe dish room in local school cafeteria or nearby food service establishment.
4. Demonstrate correct procedures for scraping, sorting, stacking, and rinsing.

CRITERION REFERENCED MEASURE:

Practical Application:

Given one washer of dishes, glasses, silverware, trays, pots and pans, proper instructions and supplies, the student will wash the dishes.

PERFORMANCE OBJECTIVE V-TECS 86 (Continued)

Method of Evaluating Practical Application:

Evaluation is by observation of instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 86 EVALUATION

PERFORMANCE TEST FOR WASHING DISHES, GLASSES, SILVERWARE, TRAYS, POTS AND PANS BY MACHINE

Student's Name **Date**

	ITEMS TO BE EVALUATED	**Satisfactory**	**Unsatisfactory**
1.	Received and scraped soiled dishes.	________	________
2.	Sorted and stacked dishes.	________	________
3.	Loaded and operated dishwasher according to manufacturer's operation manual.	________	________
4.	Checked, periodically, the detergent level and rinse agent dispenser.	________	________
5.	Verify the correct wash and rinse temperatures.	________	________
6.	Removed dishes from dishwasher where they are dried.	________	________
7.	Handled clean items on the outside surfaces only.	________	________
8.	Stored clean items correctly in proper place.	________	________
9.	Cleaned dishwasher according to manufacturer's instructions.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: CLEANING AND MAINTAINING DINING HALL AND KITCHEN EQUIPMENT

PERFORMANCE OBJECTIVE V-TECS 87

TASK: Wash dishes, glasses, silverware, trays, pots, and pans by hand.

STANDARD OF PERFORMANCE OF TASK:

A complete set of dishes, pots and utensils must be washed by hand. The dishes must be free of water spots as well as any food particles.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Dishes ready for washing
Detergent and water
Kitchen sinks

ENABLING OBJECTIVES:

1. Recognize cleaning standards for dishes.
2. Use detergents and washing utensils.

RESOURCES:

1. South Carolina Department of Health and Environmental Control. **Rules and Regulations Governing Food Service Establishments,** pp. 17-20.

TEACHING ACTIVITIES:

1. Discuss three compartment sinks and the uses for each sink.
2. Discuss types of sanitizers and appropriate test strips for each.
3. Demonstrate the use of thermometers to check temperatures of water in each of the three sinks.
4. Assign students to formulate a procedure list for hand dish washing.
5. Demonstrate a flow of work plan to best utilize the work space near the three cmpartment sink.

CRITERION REFERENCED MEASURE:

Practical Application:

Given a variety of dishes, glasses, silverware, trays, pots and pans, proper instructions and supplies, the student will wash the dishes.

PERFORMANCE OBJECTIVE V-TECS 87 (Continued)

Method of Evaluating Practical Application:

Evaluation is by observation of instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 87 EVALUATION

WASHING DISHES, GLASSES, SILVERWARE, TRAYS, POTS AND PANS BY HAND METHOD

Student's Name **Date**

ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1. Scraped and rinsed before beginning to wash.	________	________
2. Washed dishes in clean 120°F water with appropriate amount of detergent in water.	________	________
3. Placed washed dishes in basket and rinsed in clean 100°F water.	________	________
4. Placed dishes into third sink to sanitize.	________	________
5. Sanitizing water is 170°F and contains the proper concentration of chemicals.	________	________
6. Dishes are allowed to remain in sanitizing sink two minutes.	________	________
7. Removed dishes from sink and allowed to air dry before properly storing.	________	________
8. Periodically changed water in all sinks and checked temperatures using a thermometer.	________	________

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

DUTY: CLEANING AND MAINTAINING DINING HALL AND KITCHEN EQUIPMENT

PERFORMANCE OBJECTIVE V-TECS 88

TASK: Clean floors, windows, woodwork and counters.

STANDARD OF PERFORMANCE OF TASK:

One room must be thoroughly cleaned to include baseboards, floors, windows and counters. These should be cleaned in a manner that would pass inspection by state health department inspectors.

SOURCE OF STANDARD:

Writing Team, State of Florida.

CONDITIONS FOR PERFORMANCE OF TASK:

Cooling equipment and cleaning supplies, a room needing cleaning, and health department regulations.

ENABLING OBJECTIVE:

1. Ability to follow directions.

RESOURCES:

1. Home Economics Materials Center. **Home Economic Careers in Food Service,** Unit 11-5, pp. 57-60.
2. South Carolina Department of Health and Environmental Control. **Rules and Regulations Governing Food Service Establishments.**

TEACHING ACTIVITIES:

1. Read and discuss the regulations outlined by the Health Department for proper maintenance of floors and other surfaces.
2. Describe the type or types of floors and other surfaces to be cleaned. Determine the procedure for cleaning and the supplies needed.
3. Devise a checklist of supplies needed for cleaning each type of surface. Post these on the door of the chemical supply closet.
4. Demonstrate the figure 8 procedure for mopping a floor.
5. Demonstrate proper procedure for clearing and cleaning tables.

CRITERION REFERENCED MEASURE:

Practical Application:

Given equipment and supplies, the student will clean one room thoroughly, including baseboards, floor, windows, and counters.

PERFORMANCE OBJECTIVE V-TECS 88 (Continued)

Method of Evaluating Practical Application:

Evaluation is by observation of instructor using the checklist. All items should be rated satisfactory.

CHECKLIST FOR PERFORMANCE OBJECTIVE V-TECS 88 EVALUATION

PERFORMANCE TEST FOR CLEANING FLOORS, WINDOWS, WOODWORK AND COUNTERS

Student's Name **Date**

	ITEMS TO BE EVALUATED	Satisfactory	Unsatisfactory
1.	Removed all dishes, glasses, etc. from tables or counters.	______	______
2.	Removed soil from surface with damp cloth.	______	______
3.	Sanitized surface with a clean cloth.	______	______
4.	Checked for spots on tables or counters and removed crumbs and spots from seats and chairs.	______	______
5.	Cleaned windows and other glass surfaces using directions on glass cleaner or as directed by instructor.	______	______
6.	Cleaned woodwork using a damp cloth.	______	______
7.	Cleaned floor using appropriate method for the type of floor being cleaned.	______	______

APPROVED: Yes ______ No ______

Evaluator's Signature **Date**

APPENDICES

APPENDIX A

DEFINITION OF TERMS

DEFINITION OF TERMS

A number of terms frequently used in this guide may be unfamiliar to the reader; others may be familiar, but in the context of this handbook have been assigned special meanings.

AFFECTIVE.
Skills which emphasize an attitude, feeling, emotion, or degree of acceptance and rejection.

CATALOG.
A comprehensive collection of performance objectives, performance guides, and related data developed in a specific domain.

CBVE (COMPETENCY-BASED VOCATIONAL EDUCATION).
A methodology of instruction that (a) identifies the abilities and skills needed for on-the-job performance; (b) informs students and teachers of the precise and detailed learning objectives required to achieve these competencies; (c) emphasizes performance standards in testing, course requirements, and/or graduation; and (d) facilitates learning by letting each student master the tasks prior to advancing to another.

CHECKPOINT.
A point in the development of the V-TECS product when material must be sent to V-TECS central office for quality review.

CIP (CLASSIFICATION OF INSTRUCTION PROGRAM) CODE.
A code developed by the U.S. Office of Education to identify a specific cluster of related jobs for training program identification.

COGNITIVE.
Skills which emphasize the recall of knowledge and development of intellectual abilities.

COMPETENCY.
The ability (including knowledge, skills, and/or attitudes) to perform a specific task or duty successfully.

CONDITIONS.
Describes the situation for competent task performance, including tools and equipment to be used, and limitations under which the tasks will be performed.

CONSORTIUM.
A group of state agencies, institutions, or other entities which have been legally constituted through letters of commitment, agreements, or by assignment of higher authorities to work together toward the solution of problems in education. A consortium, for the purposes of this work, must have membership from autonomous agencies and institutions which cut across state boundaries as they attempt to solve problems or meet goals.

CRITERION-REFERENCED MEASURES.
An evaluative procedure used to determine if a student has mastered a performance objective.

CROSS-REFERENCE TABLE.
A table that identifies the relationship among duties and tasks found in the occupational inventory and the performance objectives in the final catalog. Also noted are percentages of incumbents performing the tasks by D.O.T.

CURRICULUM GUIDE.
An instructional resource developed from a V-TECS catalog to guide CBVE for an occupation.

DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.).
A document published by the U.S. Department of Labor, Employment and Training Administration. This publication groups occupations into systematic occupational classification structures based on interrelationships of job tasks and requirements.

DISTRACTOR.
An incorrect response to a multiple-choice or true/false test item.

DOMAIN (OCCUPATIONAL DOMAIN).
A group of job titles that are related on the basis of required skills and knowledge.

D.O.T. CODE.
A nine-digit number used to identify a specific job within a given calendar year.

DUTY.
A cluster of related tasks performed by incumbent workers in an occupational domain.

ENABLING OBJECTIVE.
An objective related to background knowledge or skills that are prerequisite to the mastery of a given task.

FIELD-TEST.
The process of using and refining drafts of V-TECS materials for the purpose of identifying content errors or technical problems.

GUIDE SHEET.
Instructional information including the duty, performance objective, task,. performance of standard, survey of standard, conditions for performance of tasks, enabling objectives,resources, teaching activities, criterion-references measures, and performance guide.

JOB.
A group of tasks performed by a job incumbent.

JOB INCUMBENT.
An individual who is currently employed in an occupation.

OCCUPATIONAL ANALYSIS (Task Analysis).
The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational-technical education.

OCCUPATIONAL INVENTORY(Task Inventory Booklet).
A survey instrument listing tasks performed and tools and equipment used by job incumbents in an occupational domain.

OCCUPATIONAL SURVEY.
The procedures for collecting data to identify the duties and tasks that comprise one or more jobs, job types, or career field ladders for the collection and analysis of information concerning such duties.

O.E./CIP CODE.
A code developed by the U.S. Office of Education to identify a specific cluster of related jobs for training program identification.

PERFORMANCE-BASED INSTRUCTION.
Instruction which required the learners demonstration of specific competencies. The desired abilities are selected before the instruction is described and are clearly defined as observable performance objectives.

PERFORMANCE CHECKLIST.
A list of performance steps derived from the performance guide to record acceptable or unacceptable performance of each step of a task.

PERFORMANCE GUIDE (PG).
A series of steps required for performance of a task arranged in the sequence ordinarily followed.

PERFORMANCE OBJECTIVE (PO).
A statement, in precise measurable terms, of a particular behavior to be exhibited by a learner under specified conditions, including a standard of performance.

PSYCHOMOTOR.
Skills which emphasize manipulation of material or tools.

QUALITY REVIEW.
A review of content by V-TECS staff or designated representative to examine quality of content, format, and style of V-TECS product(s).

RESOURCES.
Materials which are used to develop instruction and/or learner-specific objectives.

SOURCE OF STANDARD.
A person or origin from which the information establishing the standard is received.

STANDARD.
The criteria used to determine if a task has been successfully or unsuccessfully performed.

STATE-OF-THE-ART REFERENCE.

Current materials from which information or resources can be found to facilitate instruction.

STATE-OF-THE-ART (SOA) STUDY.

Research conducted to determine the current status of performance-based instructional materials and practices in the domain area under study and to obtain other information that might be useful in catalog development.

SUBJECT-MATTER EXPERT.

A highly experienced person(job incumbent instructor) who assists in identifying task performance steps, skills, and knowledge necessary to perform the job.

TASK.

A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishments and generally consists of two or more definite steps.

TASK ANALYSIS.

The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational technical education.

TASK CRITICALITY.

That aspect of a task statement which makes its accomplishment crucial to the acceptable performance of a worker or student.

TASK LIST.

A list of tasks performed by incumbents in a specific occupation domain.

TEACHING ACTIVITIES.

Methods and/or procedures for delivering instructional content to students.

TEST-ITEM BANK.

A collection of criterion-referenced test items coded for input and retrieval by computer or manual methods.

VALIDATION.

The process of assuring that all aspects of an occupational.task analysis identifies the skills, knowledge, and attitudes performed in the occupation.

VERIFICATION.

The procedure of collecting data to substantiate an existing product; for example, task list verification.

V-TECS.

An acronym representing: Vocational-Technical Education Consortium of States; 795 Peachtree Street, N.E., Atlanta, Georgia 30365.

V-TECS CATALOG.

An incumbent-based description of the duties, tasks, performance objectives, performance guides, and related data in a specified occupation.

WORKING CONDITIONS.

The atmospheric and environmental conditions under which a worker performs a specific job.

WRITING TEAM.

A team of people representing instructors with subject matter expertise; persons having knowledge and experience in developing criterion-referenced measures; local or state supervisors in the domain being developed; workers and supervisors of incumbent workers whose function is to analyze occupational data and develop performance objectives for specific D.O.T. areas.

APPENDIX B

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BIBLIOGRAPHY

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APPENDIX C

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INDEX OF DUTIES AND TASKS

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APPENDIX D

SOURCES OF STANDARDS

SOURCE OF STANDARDS

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Writing Team, State of Florida.

APPENDIX E

TOOLS AND EQUIPMENT LIST

TOOLS AND EQUIPMENT LIST

EUIPMENT BY PERCENTAGE RATING

Equipment Number	Equipment Description	Percentage Using
21	Refrigerators, reach-in	97.9
4	Cabinet, frozen food storage, reach-in	95.7
15	Opener, can, table or bench mounted	91.5
5	Cans, trash, with cover	80.9
9	Deep fat fryer	80.9
20	Grill	80.9
34	Boards, cutting, non-porous	80.9
89	Tongs, serving, 9-12 in.	80.9
24	Sink, utility	78.7
44	Measuring cups	78.7
51	Knives, French	78.7
16	Oven, convection type, 3 - 5 rack capacity	76.6
41	Colanders, metal	76.6
86	Spoons, serving, solid 11 - 13 in., stainless steel	74.5
90	Whips, wire	74.5
3	Broiler, 1 deck gas or electric	72.3
25	Slicer, food, electric with stand	72.3
50	Knives, chopping	72.3
46	Forks, cook	70.2
48	Knives, bread	70.2
94	Bowls, mixing metal	70.2
22	Scale, baker's	70.2
43	Peelers	68.1
58	Ladles, 4 oz.	68.1
19	Range, 4 eyes	68.1
31	Toaster, electric 4-slice	66.0
57	Ladles, 2 oz.	66.0
82	Spatula, baker, 10 in.	66.0
23	Sink, 3 compartment	66.0
47	Knives, boning	63.8
35	Brushes, pastry	61.7
79	Shakers, salt & pepper, large	59.6
49	Knives, butcher	57.4
78	Scrappers, bowl, flexible	55.3
54	Knives, slicing	55.3
56	Ladles, 1 oz.	53.2
87	Spoons, serving, 13 1/4 in. slotted	53.2
100	Pans, bake and roast, 3 1/2 x 18 x 26 in.	53.2
36	Brushes, pot	51.1
59	Ladles, 6 oz.	51.1

Equipment Number	Equipment Description	Percentage Using
101	Pans, bake and roast, 4 x 12 x 20 in.	51.1
11	Water spout, swinging	48.9
71	Scoops, spring type no 16	48.9
13	Mixer, food, table mounted with attachments	46.8
28	Table, cook's, with sink, undershelf	46.8
55	Knives, bread	46.8
60	Ladles, 8 oz.	46.8
114	Pot, stock, with cover, 6 gal.	46.8
26	Steamer, 2 compartment	46.8
81	Slicer, egg	44.7
88	Thermometers, food, stainless steel	44.7
7	Food cutter with stand	42.6
64	Pitchers, metal	42.6
33	Beaters, rotary & manual commercial type	40.4
39	Choppers, food, hand	40.4
53	Knives, paring	40.4
113	Pot, stock, with cover 3 gal.	40.4
6	Coffee-maker	38.3
30	Table, utility, 1 undershelf, locking caster	38.3
32	Truck, utility	38.3
65	Dippers, 5 oz.	36.2
67	Scoops, spring type no. 6	36.2
63	Pins, rolling	34.0
105	Pans, fry, 12 in. dia.	34.0
110	Sauce pan, with cover, 2 qt.	34.0
111	Sauce pan, with cover, 6 qt.	34.0
61	Bottle opener, manual	31.9
70	Scoops, spring type no. 12	31.9
85	Spoons, mixing, 15 in.	31.9
97	Bowls, mixing, metal 5 qt.	31.9
38	Brushes, vegetable	29.8
93	Boilers, double with cover	29.8
96	Bowls, mixing, metal 3 qt.	29.9
18	Rack cooling, tiered with casters	27.7
40	Choppers, meat, manual	27.7
42	Corers	27.7
69	Scoops, spring type no. 10	27.7
99	Bowls, mixing, metal 30 qt.	27.7
106	Pans, fry, 14 in. dia.	27.7
109	Pans, pie, 9 in. dia.	27.7
1	Bins, roll under for baker's table	25.5
10	Kettle, steam jacketed, tilt type	25.5
27	Baker's table, 2 drawer storage, open below for bins	25.5
72	Scoops, spring type no. 20	25.5

Equipment Number	Equipment Description	Percentage Using
102	Pans, bun, cake 1 x 18 x 26 in.	25.5
2	Blender, electric	23.4
84	Spoons, measuring, graduated 1/4 to 1 T	23.4
92	Whips, french, wire	23.4
103	Pans, bun, cake 2 1/8 x 18 x 26 in.	23.4
112	Sauce pan, with cover, 8 qt.	23.4
8	Horizontal cutter	21.3
13	Mixer, food, floor mounted with attachments	21.3
95	Bowls, mixing, metal 1 1/2 qt.	21.3
98	Bowls, mixing, metal 11 qt.	21.3
108	Pans, muffin, 12 cup	21.3
37	Brushes, urn	17.0
66	Dippers, 32 oz.	17.0
68	Scoops, spring type no. 8	17.0
75	Scoops, spring type no. 40	17.0
45	Biscuit cutters, metal	14.9
52	Knives, grapefruit	14.9
73	Scoops, spring type no. 24	14.9
80	Shears, steel, 8 in.	14.9
91	Whips, piano wire	14.9
29	Table, cook's, undershelf, 4 drawer	10.6
83	Offset egg turners	10.6
107	Pans, loaf 10 x 5 x 4 in.	10.6
12	Lavatory, foot operated	8.5
17	Peller, with stand and hose attachments	8.5
62	Can openers, electric	8.5
77	Scoops, spring type no. 60	8.5
104	Pans, cake, tubed, 9 in. dia.	6.4
74	Scoops, spring type no. 30	2.1
76	Scoops, spring type no. 50	2.1
115	Steam table	*
116	Microwave oven	*
117	Cold table for sandwiches	*

Indicates write-in tool/equipment